

Race, Progress & Civilization in Anglo-American Thought from the Seventeenth to the Twentieth Centuries

Course code: HIS 389/589

Semester and year: Spring 2020

Day and time: Monday, 14.45-17.30.

Instructor: Dr William F. Eddleston.

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Consultation hours: Thursdays, 14.30-16.30 by appointment

Credits US/ECTS	3/6	Level	Advanced
Length	15 weeks	Pre-requisite	Choose an item.
Contact hours	42 hours	Course type	Master Required/Elective

1. Course Description

Enlightenment philosophers like John Locke, John Millar and Adam Ferguson tended to assume that human nature was similar everywhere, and that civilisations advanced according to universal material and environmental laws. From the late 18th century through to the first half of the 20th century, this universalist model was challenged by a growing belief in human difference - and human inequality. Throughout the 19th century, materialist explanations of human progress based on universal developmental laws would gradually give way to theories of human order and progress based upon racial hierarchy as the determining factor in historical development. Racial doctrines which justified slavery and imperialism also increasingly provided nineteenth century anthropologists, archaeologists and historians with the explanation for the rise of civilisation itself.

But throughout the 19th century, such inequitable visions of progress were challenged by the continuity of the Enlightenment tradition in the form of theories of technologically driven progress (the Three Age system), universal stages of material and mental development (Darwin, Tylor, Lubbock and Morgan) or economic development and class struggle (Marx, Engels, Childe and their followers).

The course centres upon the tension between theories of progress and those of degeneration. Between conceptions of the human past envisaged as a primaeval Arcadia of "Noble Savages," and one characterised by poverty, ignorance and "nasty, brutish and short" lives. Between the rise of civilisation understood as a universal process of progression through universal stages of social, religious and economic development on one hand, and theories which saw civilisation as arising in one place and being spread to other areas - diffusionism - often through the presumed activity of "superior" racial elements.

The seminar will be based upon the interpretation of original documents. It is intended as a course in intellectual, rather than social and political, history. The seminar will concentrate on British and North American anthropology, although the work of some relevant German (F. Max Muller, Baron Christian Carl Josias Bunsen and Rudolf Virchow), French (Gobineau) and Danish (Thomsen and Worsaae) scholars will also be considered. (No knowledge of these languages is necessary or assumed, however.)

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and have a clear understanding of the eclipse (and revival) of Enlightenment universalist theories of human progress in the 18th century, and the rise of racial determinist theories from the late 18th through the 19th centuries.
- Understand and analyse the principal original documents pertaining to the great controversies relating to the origins of civilization of the late 18th, 19th and early 20th centuries in the Anglo-Saxon world especially.
- Place in context and lend perspective to racist ideas in terms of their intimate relationship to systems of dominance associated with slavery, imperialism and exclusionary nationalism.
- Understand something of the historical, intellectual and social context which led to the transition from universalist and idealist theories of human anthropology and civilizational progress and their replacement with doctrines founded on the principles of racial difference and inequality. Students should gain some understanding of the intimate relations between racial anti-Semitism and racial theories denigrating the capacities of Africans and colonial subjects.
- Understand the connections between racial theory, imperialism, slavery and social elitism and overall theories of progress and civilization in 19th century British, French and American thought.

3. Reading Material

Required Materials

- Berkhoffer, Robert E. *The White Man's Indian: Images of the American Indian from Columbus to the Present*. New York: Vintage Books, 1979.
- Challis, Debbie. *The Archaeology of Race: The Eugenic Ideas of Francis Galton and Flinders Petrie*. London: Bloomsbury Academic, 2013: *passim*.
- Crook, Paul. *Grafton Elliot Smith: Egyptology and the Diffusion of Culture: A Biographical Perspective*. Brighton: Sussex Academic Press, 2012: 88-106 esp.
- Dreher, Robert E. "Arthur de Gobineau, an Intellectual Portrait." University of Wisconsin PhD, 1970.
- Ellingson, Ter. *The Myth of the Noble Savage*. Berkeley & London: The University of California Press, 2001.
- Lorrimer, Douglas A. *Colour, Class and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*. Leicester: University of Leicester Press, 1978.
- Lucretius, *De Rerum Nova* + Hesiod, *Works and Days* in Lovejoy, Arthur O. & George Boas. *Primitivism and Related Ideas in Antiquity*. Baltimore: The Johns Hopkins Press, 1935: 192-242.
- Meek, Ronald L. *Social Science and the Ignoble Savage*. Cambridge: Cambridge University Press, 1976.

- Pagden, Anthony. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge and New York: Cambridge University Press, 1987.
- Shaw, William H. "Marx and Morgan." *History and Theory: Studies in the Philosophy of History*. 23/2. Middletown, CT: Wesleyan University Press, 1984: 215-28.
- Spiro, Jonathan Peter. *Defending the Master Race: Conservation, Eugenics and the Legacy of Madison Grant*. Burlington, Vt., University of Vermont Press, 2009.
- Squadrito, Kathy. "Locke and the Dispossession of the American Indian." In Ward & Lott, *Philosophers on Race*: 101-125.
- Stocking, George W. *Race, Culture and Evolution: Essays in the History of Anthropology*. Chicago: University of Chicago Press, 1968.
- Stocking, George W. *Victorian Anthropology*. New York: The Free Press, 1987.
- Trautmann, Thomas R. "Whig Ethnology from Locke to Morgan." *Journal of the Anthropological Society of Oxford*. Vol. 22, No. 1 (1992): 201-218.
- Trautmann, Thomas R. *Aryans and British India*. Berkeley: University of California Press, 1997.
- Trigger, Bruce G. *A History of Archaeological Thought*. 2nd Ed. Cambridge: Cambridge University Press, 2006.
- Uzgalis, William. "'An Inconsistency not to be Excused': On Locke and Racism." In Ward, Julie K. & Tommy L. Lott, eds. *Philosophers on Race: Critical Essays*. Oxford: Blackwell Publishing, 2002: 81-100.

Recommended Materials

- Arneil, Morag Barbara. "'All the World was America' – John Locke and the American Indian." University College London PhD., 1992.
- Beider, Robert E. *Science Encounters the Indian, 1820-1880: The Early Years of American Ethnology*. Norman and London: University of Oklahoma Press, 1986.
- Biddiss, Michael D. *Father of Racist Ideology: The Social and Political Thought of Count Gobineau*. New York: Weybright and Talley, 1970.
- Bowler, Peter J. *The Invention of Progress: The Victorians and the Past*. Oxford: Basil Blackwell, 2989.
- Burrow, John. *Evolution and Society: A Study of Victorian Social Theory*. Cambridge: Cambridge University Press, 1966.
- Desmond, Adrian & James Moore. *Darwin's Sacred Cause: How a Hatred of Slavery Shaped Darwin's Views on Human Evolution*. London: Penguin Books, 2009.
- Desmond, Adrian & James Moore. *Darwin's Sacred Cause: How a Hatred of Slavery Shaped Darwin's Views on Human Evolution*. London: Penguin Books, 2009
- Eddleston, William Frederick. "From Theurgy to Totemism: The Interpretation of Assyro-Babylonian Religion in Relation to Nineteenth Century Ethnology and Philology c. 1850-1890, with particular reference to the Turanian Race Theory." University of Sydney PhD, 2001.
- Ellingson, Ter. *The Myth of the Noble Savage*. Berkley & London: The University of California Press, 2001.
- Fenton, William N & Elizabeth L. Moore. "J.-F. Lafitau (1681-1746), Precursor of Scientific Anthropology". *Southwestern Journal of Anthropology* 25 (No. 2, 1969): 173-89.
- Hodgen, Margaret T. *Early Anthropology in the Sixteenth and Seventeenth Centuries*. Philadelphia: University of Pennsylvania Press, 1964.

- Horsman, Reginald. *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Cambridge, Mass.: Harvard University Press, 1981.
- Irving, Terry. *The Fatal Lure of Politics: The Life and Thought of Vere Gordon Childe*. Melbourne: Monash University Publishing, 2020.
- Leopold, Joan. *Culture in Comparative and Evolutionary Perspective: E. B. Tylor and the Making of Primitive Culture*. Berlin: Dietrich Reimer Verlag, 1980.
- McNairn, Barbara. *The Method and Theory of V. Gordon Childe*. Edinburgh: Edinburgh University Press, 1980.
- Meek, Ronald L. "Smith, Turgot and the Four Stages Theory." *History of Political Economy*. Vol 3.1. (Spring, 1971): 1-9.
- Moses, Daniel Noah. *The Promise of Progress: The Life and Work of Lewis Henry Morgan*. Columbia & London: The University of Missouri Press, 2009.
- Owen, Janet. *Darwin's Apprentice: An Archaeological Biography of John Lubbock*. Barnsley: Pen and Sword Books, 2013.
- Patterson, Thomas C. *Karl Marx, Anthropologist*. Oxford & New York: Berg, 2009.
- Rowley-Conwy, Peter. *From Genesis to Prehistory: The Archaeological Three Age System and its Contested Reception in Denmark, Britain and Ireland*. Oxford: Oxford University Press, 2007.
- Said, Edward W. *Orientalism*. Harmondsworth: Penguin Books, 1978.
- Shaw, Brent D. "Eaters of Flesh, Drinkers of Milk: The Ancient Mediterranean Ideology of the Pastoral Nomad". *Ancient Society* 13 (December, 1982): 5–31.
- Stocking, George W. "From Chronology to Ethnology: James Cowles Prichard and British Anthropology, 1800-1850." In James Cowles Prichard. *Researches into the Physical History of Mankind, edited and with an Introductory Essay by George W. Stocking, Jr.* Chicago: University of Chicago Press, 1973.
- Stocking, George W. "What's in a Name?: The Origins of the Royal Anthropological Institute (1837-70)." *Man* 6 (1971): 369-90.
- Trigger, Bruce G. *Gordon Childe: Revolutions in Archaeology*. London: Thames and Hudson, 1980.
- Turgot, Anne Robert Jacques. *Turgot on Progress, Sociology and Economics: A Philosophical Review of the Successive Advances of the Human Mind on Universal History Reflections on ... in the History and Theory of Politics*. Translated with an Introduction by Ronald L. Meek. Cambridge: Cambridge University Press, 1973.
- Van Riper, A. Bowdoin. *Men among the Mammoths: Victorian Science and the Discovery of Human Prehistory*. Chicago and London: The University of Chicago Press, 1993.
- Winternitz, Judith. "The Development of the Linguistic Theory of Universal History, with Especial Reference to C. C. J. Bunsen, 1830's-1880's." University of Sydney PhD, 1979.

4. Teaching methodology

This is a **student-led course**. Although the instructor will guide discussions, set readings and give advice and criticism, **this is a seminar-based unit and will include only two seminar presentations – at the beginning and end of the course - delivered by the instructor**. In other words, students will be expected to give presentations, and those not giving presentations on a particular week will be expected to have read at least the minimal essential readings and to participate in lengthy discussions about history, historians and their theories.

Half your grade will be based on two take-home essay – a mid-term essay and a final essay, due at the end of the course. These essays will each be c. 2000 words long

(undergraduates) to c. 3000 words long (M.A. students). Together, the mid-term (20%) and the final (30%) will comprise 50% of your overall grade.

The other significant part of your final mark will be two class presentations: one before the mid-term break, and other delivered after. This will be a group-based grade: each presentation is worth 20% of the overall grade, for a total of 40%.

Finally, there will be a 10% participation grade calculated according to the quality and extent of your in-class discussions and participation in any NEO Forums posted by the instructor. In the case of a resurgence of the COVID-19 emergency, NEO Forums will constitute 100% of the participation grade.

5. Course Schedule

Date	Class Agenda
September 6 th	<p>Topic: Introduction; Course Requirements; Introductory Lecture – Primitivism, Progress and Degeneration from Classical Antiquity to the Renaissance.</p> <p>Description: Introductory session with PowerPoint presentation from lecturer setting out the prehistory of the 18th-19th century debate over progress, degeneration and the idea of the “primitive.”</p> <p>Reading: Lucretius, <i>De Rerum Nova</i> + Hesiod, <i>Works and Days</i> in Lovejoy, Arthur O. & George Boas. <i>Primitivism and Related Ideas in Antiquity</i>. Baltimore: The Johns Hopkins Press, 1935: 192-242.</p> <p>Assignments/deadlines: Lecturer Introductory Presentation.</p>
September 13 th	<p>Topic: Seminar 1 – The Image of America in Early Modern Thought.</p> <p>Description: This seminar follows the debate over the civilisations and cultures of the American Indians from the Renaissance to the 18th century, with special reference to the notions of “primitivism” and “savagery.”</p> <p>Reading: Berkhoffer, Robert E. <i>The White Man’s Indian: Images of the American Indian from Columbus to the Present</i>. New York: Vintage Books, 1979: 33-49; 72-86 esp.</p> <p>Assignments/Deadlines: Lecturer Presentation with Non-Presentation Class Seminar.</p>
September 20 th	<p>Topic: Seminar 2 – “In the beginning, all the world was America” - John Locke and the American Indian.</p> <p>Description: Some scholars have seen in John Locke’s <i>Two Treatises of Government</i> a radical new doctrine associating the right to possess land with prior labour and improvement. According to this interpretation of Locke, the doctrine of <i>Vacuum domicilium</i> afforded the legal and moral basis to dispossess the indigenous peoples or the world. But is this a fair and accurate reading of Locke? Was Locke really the ideologist of aboriginal dispossession? Had the doctrine of <i>Vacuum domicilium</i> been anticipated in earlier Protestant thought? This seminar investigates the controversies around Locke, property, progress and race.</p> <p>Reading: Uzgalis, William. “An Inconsistency not to be Excused’: On Locke and Racism.” In Ward, Julie K. & Tommy L. Lott, eds. <i>Philosophers on Race: Critical Essays</i>. Oxford: Blackwell Publishing, 2002: 81-100. + Squadrito, Kathy. “Locke and the Dispossession of the American Indian.” In Ward & Lott, <i>Philosophers on Race</i>: 101-125.</p>

	<p>Assignments/deadlines: Seminar 2 Presentation – Group A; Groups B-E read assigned readings.</p>
September 27 th	<p>Topic: Seminar 3 - The Four Stage Theory: Material Progress in the Scottish and French Enlightenments.</p> <p>Description: Examines the theories of the Scottish Enlightenment and the French 18th century Physiocrats. With significant variations, both groups held to a theory of human progress whereby mankind advanced through a series of universal technological and economic stages. Many of these ideas would be subsequently incorporated into Karl Marx’s materialist theory of history.</p> <p>Reading: Excerpts of Adam Smith’s <i>Lectures on Jurisprudence</i> (pp. 116-126), Adam Ferguson’s <i>Essay on the History of Civil Society</i> (pp. 150-55) and John Millar’s <i>The Origin of Ranks</i> pp. 160-173) in Meek, Ronald L. <i>Social Science and the Ignoble Savage</i>. Cambridge: Cambridge University Press, 1976.</p> <p>Assignments/deadlines: Seminar 3 Presentation – Group B; Groups A, C, D & E – assigned readings.</p>
October 4 th	<p>Topic: Seminar 4 – Stone, Bronze and Iron: The Three Age Theory and the Invention of Prehistory.</p> <p>Description: In the early 19th century, a group of Danish antiquarians advanced a materialist theory of progress based upon the progressive sequences of Stone, Bronze and Iron Ages. Like Darwin’s theory of evolution, the theory is still valid today. What is less appreciated is the strong initial association of this theory with theories of racial conquest and supersession. The seminar looks at the spread of this theory in the English-speaking world in the mid-Victorian era, exploring the differences between its reception in Scotland, Ireland and England.</p> <p>Reading: Trigger, Bruce G. <i>A History of Archaeological Thought</i>. 2nd Ed. Cambridge: Cambridge University Press, 2006: 80-165 (121-165 esp.).</p> <p>Assignments/deadlines: Seminar 4 Presentation – Group C; Groups A, B, D & E – assigned readings.</p>
October 11 th	<p>Topic: Seminar 5 - Race, Language and Progress in Early 19th Century British Ethnology: James Cowles Prichard and the Bunsen Circle.</p> <p>Description: The work of the “Father of British Anthropology” James Cowles Prichard shows the influence of the near-forgotten theories of linguistic, religious and social evolution associated with the circle of scholars surrounding the Prussian ambassador to London in the 1840s, Baron C. C. J. Bunsen. Prichard and Bunsen’s theories show the tensions between linguistics, material cultural and physical race as explanatory factors in human progress in the early Victorian era.</p> <p>Reading: Stocking, George W. <i>Victorian Anthropology</i>. New York: The Free Press, 1987: 46-77.</p> <p>Assignments/deadlines: Seminar 5 Presentation – Group D; Groups A, B, C and E – assigned readings.</p>
October 18 th	<p>Topic: Seminar 6 – Evolution, Empire and Slavery: The Evolutionary Moment in English Anthropology.</p>

	<p>Description: Evolution was one of the most consequential ideas of the 19th century. But theories of social and technological evolution associated with E. B. Tylor and John Lubbock drew from a variety of intellectual traditions – the majority of them pre-Darwinian. This unit examines the rise and triumph of the materialistic theory of human social, technological and religious evolution in the context of the ascendancy of Victorian industrialism and liberalism.</p> <p>Reading: Stocking, George W. <i>Victorian Anthropology</i>. New York: The Free Press, 1987: 144-274 <i>passim</i>.</p> <p>Assignments/deadlines: Seminar 6 Presentation – Group E; Groups A-D – assigned readings.</p>
October 25 th	Mid-Term Break = No Class
November 1 st	<p>Topic: Seminar 7 – Morgan, Marx and Matriarchy: The Foundations of the Materialist Theory of Progress.</p> <p>Description: This seminar looks at the way that Karl Marx and Friedrich Engels used the anthropology of the American Republican anthropologist Lewis Henry Morgan to lay the foundations of a materialist theory of prehistory. The seminar will examine their common grounding in the theories of the Scottish Enlightenment (see Seminar 3), relationships with other evolutionary thinkers (Seminars 4 and 6), and the significance of the theory of primitive matriarchy for all three men. Morgan’s dispute with Sir Henry Maine on the question of primitive matriarchy vs. patriarchy means that this seminar forms a vital introduction to Seminar 9 on the Aryans.</p> <p>Reading: Shaw, William H. “Marx and Morgan.” <i>History and Theory: Studies in the Philosophy of History</i>. 23/2. Middletown, CT: Wesleyan University Press, 1984: 215-28 + Trautmann, Thomas R. “Whig Ethnology from Locke to Morgan.” <i>Journal of the Anthropological Society of Oxford</i>. Vol. 22, No. 1 (1992): 201-218.</p> <p>Assignments/deadlines: Seminar 7 Presentation – Group A; Groups B-E read assigned readings.</p>
November 8 th	<p>Topic: Seminar 8 – The Aryans – European Civilisation and British Imperialism.</p> <p>Description: From the time of Sir William Jones’ discovery of the connection between Sanskrit, Persian and the languages of Europe, a wave of “Indomania” had swept the West. In 1861, the English legal scholar Sir Henry Maine published his influential <i>Village Communities East and West</i>, which argued that the origins of European progress and parliamentary systems lay in the Aryan institutions of India. By the later stages of the 19th century, however, this and other relatively liberal views of Europe’s debt to India had been replaced by a new, darker vision: of an India grounded in racial hierarchy and division, and the subjugation of darker by lighter races. This seminar explores this intellectual transition in the context of British imperialism and the influence of Gobineau and racial anthropology.</p> <p>Reading: Trautmann, Thomas R. <i>Aryans and British India</i>. Berkeley: University of California Press, 1997: 131-216.</p> <p>Assignments/deadlines: Seminar 8 Presentation – Group B; Groups A, B, D & E – assigned readings.</p>
November 15 th	<p>Topic: Seminar 9 – The Racial Basis of Civilisation and Degeneration: From Gobineau to Madison Grant.</p>

	<p>Description: The French diplomat Arthur, Comte de Gobineau was the first European thinker to find the origins of human civilisation in racial division and domination – and the ultimate seeds of the destruction of civilisation in racial miscegenation. A correspondent of Renan and Tocqueville, Gobineau was an extremely subtle and misunderstood thinker – but it would be a simplified, debased and misunderstood Gobineau (like the Nietzsche of the radical nationalists) who would exercise a malign influence on European and American racist thought for the next century. The seminar will examine precisely this debased Gobinism in the work of the American conservationist, eugenicist, Nordic racist and amateur anthropologist Madison Grant (1865-1937).</p> <p>Reading: Robert E. Dreher, "Arthur de Gobineau: An Intellectual Portrait," pp. 59-169.</p> <p>Assignments/deadlines: Seminar 9 Presentation – Group C; Groups A, C, D & E – assigned readings.</p>
November 22 nd	<p>Topic: Seminar 10 – "On the Negro's Place in Nature" – James Hunt, the ASL and the Racist Turn in British Anthropology.</p> <p>Description: The Ethnological Society of London had emerged from Aborigines' Protection Society and the Non-Conformist and Evangelical anti-slavery societies. But by the later 1850s, a powerful, polygenist counter-current had emerged in British anthropology; one which rejected earlier humanitarian ideas of racial equality and the universality of human progress. This seminar explores the rise of the "Anthropologicals" in the context of the American Civil War and the hardening of attitudes towards British imperial rule in the wake of the Indian Mutiny (1857) and Jamaican rebellion (1865).</p> <p>Reading: Ellingson, Ter. <i>The Myth of the Noble Savage</i>. Berkeley & London: The University of California Press, 2001: 235-330, or Lorimer, Douglas A. <i>Colour, Class and the Victorians: English Attitudes to the Negro in the mid-Nineteenth Century</i>. Leicester: Leicester University Press, 1978: 131-212.</p> <p>Assignments/deadlines: Seminar 10 Presentation – Group D; Groups A, B, C & E – assigned readings.</p>
November 29 th	<p>Topic: Seminar 11 – Man Makes Himself: Vere Gordon Childe, Marxism and Prehistory.</p> <p>Description: One of the perennial questions in the history of civilisation was whether it arose in one place and was spread – by conquest and/or trade and exploration – to other, less advanced peoples; or whether mankind generally followed a uniform pattern of social, economic and technological development. Unusually for a Marxist, the Australian prehistorian Vere Gordon Childe defended a diffusionist model of civilizational development, with prehistoric Europe following developments in the Near East. The seminar explores Childe's intellectual legacy in relationship to both diffusionism and Marxism. Particular attention will be given to the way Childe advanced the ideas of Morgan, Marx and Engels (see Seminar 7), building a comprehensively Marxist theory of prehistory – albeit one which eclectically incorporated insights of other traditions.</p> <p>Reading: Trigger, Bruce G. <i>A History of Archaeological Thought</i>. 2nd Ed. Cambridge: Cambridge University Press, 2006: 311-313.</p> <p>Assignments/deadlines: Seminar 11 Presentation - Group E; Groups A-D – assigned readings.</p>
December 6 th	<p>Topic: Seminar 12 – Grafton Elliot Smith and the Diffusionist Moment in British Anthropology and Egyptology.</p>

	<p>Description: The Australian anatomist and Egyptologist Grafton Elliot Smith advanced a “hyperdiffusionist” theory of early history, arguing that almost all of humanity’s early religious, technological and social advanced had arisen in ancient Egypt, from whence they had been brought to other areas of the globe by the trading and colonising activities of this singular, advanced race. The seminar examines Smith’s ideas in relationship to late British imperialism, the eugenics and racism of Matthew Flinders Petrie and Archibald Henry Sayce, and the broader context of the diffusionist movement in British anthropology associated with the work of W. H. R. Rivers.</p> <p>Reading: Crook, Paul. <i>Grafton Elliot Smith: Egyptology and the Diffusion of Culture: A Biographical Perspective</i>. Brighton: Sussex Academic Press, 2012: 88-106 esp; Challis, Debbie. <i>The Archaeology of Race: The Eugenic Ideas of Francis Galton and Flinders Petrie</i>. London: Bloomsbury Academic, 2013: <i>passim</i>.</p> <p>Assignments/deadlines: Lecturer Seminar Presentation; Groups A-E – assigned readings.</p>
December 13 th	<p>Topic: Final Discussion – The Boasian Challenge.</p> <p>Description: A final “coffee and cake” informal discussion will wrap up the various themes of the course and briefly examine the Boasian challenge to the notion of progress, and the battles the Boasians waged with Madison Grant and his followers over the soul of American anthropology. Students will have uploaded their final exam papers.</p> <p>Reading: Stocking, George W. <i>Race, Culture and Evolution: Essays in the History of Anthropology</i>. Chicago: University of Chicago Press, 1968: 195-233; Spiro, Jonathan Peter. <i>Defending the Master Race: Conservation, Eugenics and the Legacy of Madison Grant</i>. Burlington, Vt., University of Vermont Press, 2009: 297-354.</p> <p>Assignments/deadlines: All final exams must be uploaded to the Turnitin assignment for Final Essay, Fall 2021, by the beginning of class – 14.45 Monday, December 13th, 2021.</p> <p>In addition to submission on NEO, students will be required to submit a physical, printed copy of their essays at the beginning of class at 14.45.</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	10 %	<p>For a strong attendance grade, students will be required to do the following:</p> <ul style="list-style-type: none"> Attend weekly in-school sessions - or the Microsoft Teams conference classes - and listen to the students’ – or lecturer’s – seminar 	3

			<p>PowerPoint presentation.</p> <ul style="list-style-type: none"> • Ask follow-up questions and make observations on the student PowerPoint presentation for that week and engage in any in-Session or online NEO Forum debates. <p>In the event of face-to-face classes being cancelled or cut back due to a second COVID-19 wave, students will also be asked to do the following: Provide brief written questions and/or observations of the presenting group for the week's seminar presentation. This will be done on NEO Forum.</p>	
Seminar Presentation 1	<p>c. 45-minute classroom presentation</p> <p>c. 25 hours research and preparation.</p>	20%	<ul style="list-style-type: none"> • The ability to express reasoned opinions about the intellectual history of theories of civilization, primitivism and progress from the Enlightenment to the Second World War with confidence. • To argue with those of opposing points of view on the basis of logic and evidence. • Critical reading and comprehension skills. • <u>Presentation skills</u>- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the 	1, 2, 3

			benefit of class of peers.	
Seminar Presentation 2	See above.	20%	As above.	1, 2, 3
Mid-term Essay	One research essay of c. 2000 words = c. 10 double-spaced, 13-point pages. (BA students) or 3000 words (c. 12-16 pages) (MA) Study and Writing Time = 30 hours	20%	<ul style="list-style-type: none"> The student's knowledge of the major themes, theories, schools of thought, problematics and controversies relating to the idea of progress and the rise of civilisation from the Enlightenment to the Second World War. The student's ability to discriminate between competing schools of thought and to argue a reasoned defence or critique of one or the schools or individual thinkers regarding the idea of progress in relation to race and the rise of civilisation, using logic and evidence. 	
Final Essay	One research essay of c. 2000 words = c. 10 double-spaced, 13-point pages. (BA students) or 3000 words (c. 12-16 pages) (MA) Study and Writing Time = 30 hours	30%	<ul style="list-style-type: none"> As above. 	1, 2.
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Class Participation Grade

Before each student seminar presentation in the first session of each in school class, students will be expected to discuss their assigned weekly readings in small groups with other students (who will have been assigned different readings). Students will then be quizzed by the lecturer about their individual readings. This semester, owing to the ongoing COVID-19 crisis, this section may be conducted on NEO Forums.

A significant portion of your participation grade will be based upon your work in this section of the class. How well you have understood your readings and the quality of your participation in class discussions, especially when asked to provide a summary and evaluation of your weekly reading. Given the current COVID-19 crisis, it is still possible that at least part or all of the class will be held online. In this event, students will be expected to put these follow up questions in written form on NEO Forum, where they will be responded to in writing.

A second part of your participation grade will be based upon follow-up questions and participation in discussions that will follow each student presentation.

Finally, you are expected to attend class regularly. Poor attendance will result in a reduction of your grade and possible failure for the entire class.

The balance of your Class Participation grade will be 50% participation during class and/or Microsoft Teams online classes and 50% participation in NEO Forums.

Assessment breakdown:

Assessed area	Percentage
Participation during class and/or Microsoft Teams online class, especially giving reading summaries when required	50%
Participation in NEO Forums	50%

Class Presentations

Students will prepare in small groups a presentation on two topics relating to questions and controversies around the concept of progress in relation to race and the rise of civilisation between the Enlightenment and the Second World War. The first of these presentations will be given between **September 20th and October 18th, 2021 - Seminars 2-6**; the second presentation will be given between **November 1st and December 6th, 2021 - Seminars 7-12**.

Presentations will be around 50-60 minutes long, depending upon the number of students presenting. PowerPoint, Prezi or similar presentation software will be used for the presentation.

Students will be graded on the following areas:

1. The overall quality of the oral presentation.
2. The quality of the presentation slides.
3. The quality of their leading of the post-presentation seminar discussion.

Students will be assessed on the following:

1. The ability to express reasoned opinions about the most significant schools of historical thought, problematics and controversies relating to the idea of progress and the rise of civilisation from the Enlightenment to the Second World War.
2. To argue with those of opposing points of view based upon logic and evidence.
3. Critical reading and comprehension skills.
4. Presentation skills- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.
5. The encouragement of class discussion and questioning, whether in class or through NEO Forums.

Assessment breakdown:

Assessed area	Percentage
Critical Thinking	20%
Use of Evidence to Support Ideas	20%
Answering Presentation Questions	20%
Presentation Skills	20%
Encouragement of Class Questioning and Discussion	20%

Mid-Term and Final Essays

Students will complete two take home research essays, based upon topics covered in the first and second halves of the course respectively: a mid-term research essay, which will fall due on **November 1st**; and a final essay, due on **December 13th**.

Both the mid-term and final essays will be c. 2000 words for B.A. students and c. 3000 words for M.A. students. The research essays will be written on topics examined in detail in the seminar programme. The mid-term will explore topics arising in seminars 1-6, and the final exam will concern topics arising in seminars 7-12.

Essays must be double-spaced and in 12-point font, in a sensible font like Times New Roman or Calibri. Printed copies must be single-sided.

The essays must include footnotes and a full bibliography in Chicago format. Any essays submitted without footnotes and a bibliography, with inadequate or inaccurate footnotes and/or with incorrectly formatted footnotes and/or bibliography will receive an automatic failing – F – grade.

In addition to the NEO submission, students in attendance at our Prague campus will also be expected to submit a correctly (Chicago) referenced and correctly formatted (i.e., double-spaced, 12-point font), single-sided printed copy of the essay by the start of class on **Monday, November 1st at 14.45 CET (mid-term)** and **Monday, December 13th at 14.45 CET (final)**.

Both the mid-term and final essays will be graded according to the following criteria:

1. The student's knowledge of the major themes, theories, schools of thought, problematics and controversies relating to the idea of progress and the rise of civilisation from the Enlightenment to the Second World War.

2. The student's ability to discriminate between competing schools of thought and to argue a reasoned defence or critique of one or the schools or individual thinkers regarding the idea of progress in relation to race and the rise of civilisation, using logic and evidence.
3. The quality and originality of the student's argument.
4. Accurate footnoting and bibliography and correct referencing, according to the Chicago format.

Assessment breakdown:

Assessed area	Percentage
Critical Thinking	25%
Use of Evidence to Support Ideas	25%
Answering the Question	25%
Grammar & Spelling	10%
Footnoting and Referencing	15%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g., phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behaviour

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)
Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more

information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Dr William F. Eddleston
Date: June 20th, 2021.

Approved by:
Date: