**Close reading: Science and Prejudice (Reading 4)**

1. Camper believed in monogenesis and Morton in polygenesis. How did those beliefs shape the way each viewed differences?

2. List the adjectives Morton uses to define each of the four groups. Circle every adjective that has a positive connotation. Is there a correlation between the number of positive adjectives that Morton uses in describing a group and his estimate of its moral or intellectual “worth”?

3. The link Morton and others saw between brain size and intelligence shaped ideas about not only African Americans and Native Americans but also women. In 1879, Gustave Le Bon, a French student of anthropology, wrote:

In the most intelligent races, as among the Parisians, there are a large number of women whose brains are closer in size to those of gorillas than to the most developed male brains. This inferiority is so obvious that no one can contest it for a moment; only its degree is worth discussion. . . . Without doubt there exist some distinguished women, very superior to the average man, but they are as exceptional as the birth of any monstrosity, as, for example, of a gorilla with two heads, consequently, we may neglect them entirely. . . . A desire to give them the same education, and as a consequence to propose the same goals for them is a dangerous [illusion].4

Define the word *scientific*. Are scientific evidences more convincing than other proofs? How difficult are they to counter? For example, how might a woman “prove” that she is the equal of a man? How do you think Le Bon would respond to her proof?

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