

Race, Gender, Science

ANTH 128B
CHC/LAT 176
GEN&SEX 188A

MWF
10-10:50AM

ROOM
ELH 100

UC IRVINE
WINTER 2016



The AAA project "[Race: Are We So Different?](#)" uses history, science, and lived experience to engage the public in a discussion about the meaning of race and human diversity.

Course Description and Objectives

Is race "real"? Do men and women have different brains? Is sexuality a choice?

This course examines the way these and other questions have been taken up in scientific discourse. We will approach race, gender, and sexuality as *biosocial* constructs, exploring their roles in debates about the relationship between biology & society, nature & culture, and human similarity & difference.

The first section of the course places these debates in their historical context, as we examine the role that cultural understandings of race, gender, and difference

played—and continue to play—in the development of Western science.

Next, we will investigate contemporary scientific questions related to genetic diversity, sexuality, and medical technology.

Finally, the course ends with an examination of the way race, gender, and social inequalities become embodied and affect human biology.

Student Learning Outcomes

By the end of this class, students will be able to:

- Critically evaluate claims about the biology of race/gender/sexuality.

- Analyze the significance of biological determinism in debates about social inequality.
- Demonstrate an awareness and appreciation of ethnic/racial differences and inequities in U.S.

What's in the syllabus?

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Grading

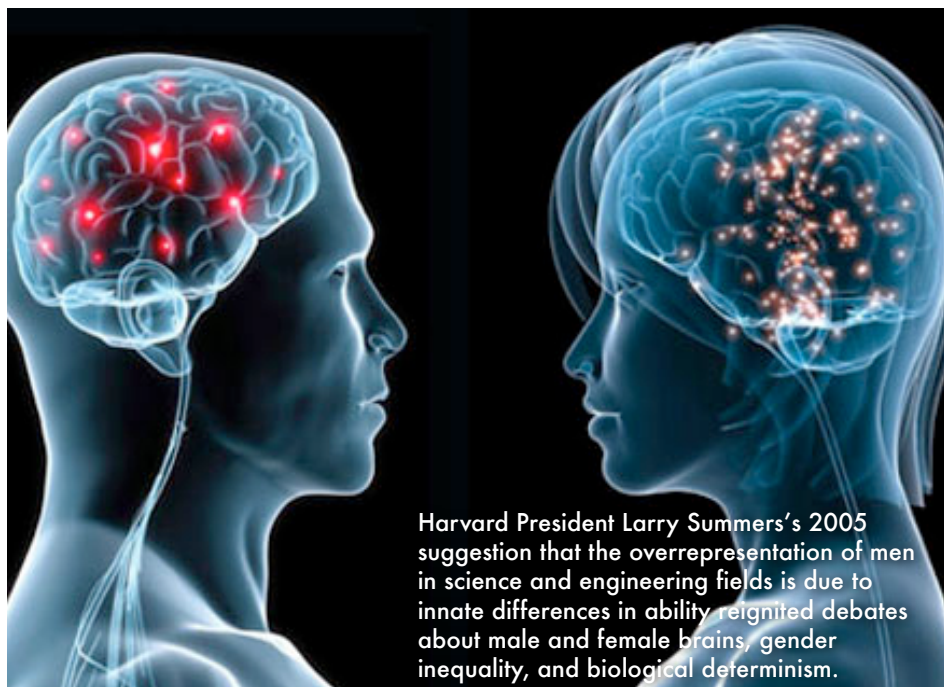
Lecture Activities	20 pts.
Discussion Participation	80 pts.
Midterm Exam	80 pts.
Blog Contributions	60 pts.
Op-Ed Essay	80 pts.
Final Exam	80 pts.
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TOTAL	400 pts.

Grade Scale

A ≥ 374	A- ≥ 360
B+ ≥ 346	B ≥ 334 B- ≥ 320
C+ ≥ 306	C ≥ 294 C- ≥ 280
D+ ≥ 266	D ≥ 254 D- ≥ 240
F ≤ 240	

Accommodations

The UCI Disability Services Center ensures access to educational programs and resources for all students. If you need an accommodation because of the impact of a disability, please contact the Center at 949-824-7494 or <http://disability.uci.edu/>.



Course Requirements

Lecture Attendance and Activities (5% of grade)

The weekly class sessions are a main source of learning for the course. Please arrive to class on time and plan to stay for the entire session. There will be various lecture activities throughout the quarter that are designed to give you an opportunity to apply the concepts we have been learning in class. These may include quizzes, reflections, film viewing guides, or other activities. No make-up or late assignments will be accepted; you may miss one activity with no effect on your grade.

Readings: You should plan to complete assigned readings before the class session on which they are listed. Links to all assigned readings are available through the course website.

Laptop policy: All lecture slides will be posted on the course website, though many of them contain images rather than text. Please come to class prepared to take notes. You may use a laptop/tablet in class, but only to take notes or access class materials. Do not use your laptop to explore the internet, Tweet, visit Facebook, etc. Because many individuals are distracted by glowing screens in their line of vision, **the first 5 rows of our classroom will be a "screen-free zone."** If you wish to take notes on a screen, please sit in rows 6 or higher. The professor may ask that all devices be put away during some class sessions, so please come to class prepared with pen & paper.

Missed class: If you must miss class, please check the website for copies of handouts and presentation slides, and ask another student for a copy of the notes. Neither the professor nor the TAs will be able to provide missed lecture notes. No **audio or video recordings** of class are permitted without the instructor's permission.



Course Requirements, cont.

Discussion Participation (20% of grade)

Discussion sections are an important component of the course and offer opportunities for small-group conversations and further learning. **Discussion attendance and participation is mandatory**, although missing one section because of illness or another emergency will not affect your grade.

Discussions will begin during week 2 (January 11).

Midterm and Final Exams (40%)

There will be one in-class midterm and a final exam during the university-scheduled exam period.

Exams may include multiple choice, short answer, and essay questions related to material covered in assigned readings, lectures, and discussion sections. You will receive a study guide one week before each exam.

Make-up exams will only be permitted in extraordinary and well-documented situations.

Help & Resources

1. LARC

The [Learning and Academic Resource Center](#) offers several forms of academic assistance, including workshops on academic reading, exam preparation, note-taking in lectures, and study techniques.

2. Library

The UCI Library is an excellent resource. The Anthropology Reference Librarian, Ms. Pauline Manaka, has developed a helpful [online guide to Anthropology scholarship](#).

3. Writing Center

The [UCI Writing Center](#) offers in-person and online consultations for students at any stage of the writing process.

Communication

If you have any questions not answered in this syllabus, please post in the "Questions and Help" forum on the Message Board. To discuss any issues with the Professor or your TA, it is best to visit office hours to speak in person.

Website

The course website can be found at <https://eee.uci.edu/16w/60385>. The website includes links to assigned readings, assignment information, lecture slides and handouts, and information about campus resources.

Course Policies	Missed or late work	Grade appeals	Academic integrity
	<p>You are responsible for all material covered in lecture and discussion sections. Lecture activities can not be made up, but missing one lecture activity and one discussion session will not affect your grade.</p> <p>Make-up exams will only be given in extraordinary and well-documented situations.</p> <p>All other assignments will lose 5 points for each day of lateness (including weekends, holidays, etc.).</p>	<p>Your final grade is based on the total points you earned during the quarter. No individual extra credit is given.</p> <p>Requests for an assignment regrade must be submitted in writing to your TA within 48 hours of receiving the grade. You must submit your original graded assignment and a detailed written explanation of how your work meets the requirements of the assignment/rubric.</p>	<p>Learning in this class depends on you completing all required assignments yourself.</p> <p>Violations of academic integrity (cheating, plagiarism, etc.) will result in no credit for the assignment, course failure, and/or referral for disciplinary action.</p> <p>For more information, please review UCI's policies on academic integrity.</p>

Course Requirements, cont.

Blog Entries (15%)

Throughout the quarter, pay attention to current events, popular images, and other references to the intersection of race, gender, and science that you encounter in everyday life. Post **AT LEAST FOUR** items, with commentaries, to your discussion section blog. Deadlines for each entry are listed in the course calendar, and more information about acceptable entries and grading will be distributed through the course website.

Op-Ed Essay (20%)

For your final course project, choose an issue or topic related to the study of race, gender, and science that you would like to investigate in more depth. Use course and library resources to conduct your research and develop your argument. Compose a **1,000-word op-ed essay** that presents your position on your chosen issue, supports it with relevant evidence, and communicates it to a general audience.

This project will be discussed more during class sessions and a grading rubric will be posted on the course website.



Course Schedule & Assignments (Changes to this schedule may be made as necessary).

TOPIC	DATE	WHAT TO READ	WHAT'S DUE?
Week 1: Introduction to the Course	Mon, 1/4	To consider: Mueller and Oppenheimer. 2014. "The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking." <i>Psychological Science</i> 1-10.	
	Wed, 1/6	AAA Statement on Race	
	Fri, 1/8	Fausto-Sterling, Anne. 1993 and 2000. "The Five Sexes and The Five Sexes Revisited." <i>Sciences</i> .	
Week 2: The Nature of Human Difference: Taxonomy & Comparative Anatomy	Mon, 1/11	Martin, Emily. 1991. "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i> 16(2):485-501.	
	Wed, 1/13	Hudson, Nicholas. 1996. "From 'Nation' to 'Race': The Origin of Racial Classification in Eighteenth-Century Thought." <i>Eighteenth-Century Studies</i> 29(3): 247-264.	
	Fri, 1/15	Schiebinger, Londa. 1986. "Skeletons in the Closet: The First Illustrations of the Female Skeleton in Eighteenth-Century Anatomy." <i>Representations</i> 14:42-82.	Syllabus quiz due (online)
Week 3: Biological Determinism and the Naturalization of Inequality	Mon, 1/18	NO CLASS: Martin Luther King, Jr. Day	
	Wed, 1/20	Cartwright, Samuel. 1851. "Report on the Diseases and Physical Peculiarities of the Negro Race." <i>New Orleans Medical and Surgical Journal</i> 691-715. Jones, David S. 2004. <i>Rationalizing Epidemics: Meanings and Uses of American Indian Mortality since 1600</i> . [Excerpt]	
	Fri, 1/22	Maudsley, Henry. 1874. "Sex in mind and in education." <i>Popular Science Monthly</i> , June.	Blog entry 1 due
Week 4: Evolutionism, Social Darwinism, and Eugenics	Mon, 1/25	Hamlin, Kimberly. 2011. "The 'Case of the Bearded Woman': Hypertrichosis and the Construction of Gender in the Age of Darwin." <i>American Quarterly</i> 63(4): 955-981.	
	Wed, 1/27	Claeys, Gregory. 2000. "The 'Survival of the Fittest' and the Origins of Social Darwinism." <i>Journal of the History of Ideas</i> 61:223-240.	
	Fri, 1/29	Goddard, Henry Herbert. 1939. <i>The Kallikak Family: A Study in the Heredity of Feeble-Mindedness</i> . Pg. 101-117. Cohen, Elizabeth. 2013. "North Carolina lawmakers OK payments for victims of forced sterilization." CNN, July 28.	

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TOPIC	DATE	WHAT TO READ	WHAT'S DUE?
Week 5: From Biology to Culture	Mon, 2/1	Boas, Franz. 1974[1912]. "Changes in Immigrant Body Form and Instability of Human Types." Pp. 202-218 in <i>The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader</i> . George W. Stocking, Jr., ed. Mead, Margaret. 1963[1935]. "The Standardization of Sex Temperament." Pg. 279-289 in <i>Sex and Temperament in Three Primitive Societies</i> . New York: Morrow Quill Paperbacks.	Blog entry 2 due
	Wed, 2/3	No readings. Catch up and review.	
	Fri, 2/5	Midterm exam in class	Midterm exam
Week 6: DNA, Genes, and the Rebiologization of Difference	Mon, 2/8	Duster, Troy. 2003. "Buried Alive: The Concept of Race in Science." Pg. 258-277 in <i>Genetic Nature/Culture</i> , Alan H. Goodman et al., eds.	
	Wed, 2/10	Fujimura, Joan. 2006. "Sex Genes: A Critical Sociomaterial Approach to the Politics and Molecular Genetics of Sex Determination." <i>Signs</i> 32(1): 49-82.	
	Fri, 2/12	Nelson, Alondra. 2008. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry." <i>Social Studies of Science</i> 38:759-783. TallBear, Kim. 2009. "DNA and Native American Identity." Pg. 69-75 in <i>indivisible: African-Native American Lives in the Americas</i> , Gabrielle Tayac, ed.	
Week 7: The Science of Sexuality	Mon, 2/15	NO CLASS: Presidents' Day	
	Wed, 2/17	Terry, Jennifer. 2000. "'Unnatural Acts' in Nature: The Scientific Fascination with Queer Animals." <i>GLQ</i> 6(2):151-193.	
	Fri, 2/19	Waidzunus, Tom J. 2013. "Intellectual Opportunity Structures and Science-Targeted Activism: Influence of the Ex-Gay Movement on the Science of Sexual Orientation." <i>Mobilization</i> 18(1):1-18.	

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TOPIC	DATE	WHAT TO READ	WHAT'S DUE?
Week 8: Race, Gender, and Medical Research	Mon, 2/22	Kahn, Jonathan. 2010. "Beyond BIDIL: The Expanding Embrace of Race in Biomedical Research and Product Development." <i>Saint Louis University Journal of Health Law & Policy</i> 3(61):61-92.	Blog entry 3 due
	Wed, 2/24	Mamo, Laura and Jennifer R. Fishman. 2001. "Potency in All the Right Places: Viagra as a Technology of the Gendered Body." <i>Body and Society</i> 7(4):13-45.	
	Fri, 2/26	Epstein, Steven. 2010. "Beyond Inclusion, Beyond Difference: The Biopolitics of Health." Pg. 63-87 in <i>What's the Use of Race?</i> Ian Whitmarsh and David S. Jones, eds.	
Week 9: Racialized and Gendered Technologies	Mon, 2/29	Wailoo, Keith. 1997. "Detecting 'Negro' Blood: Black and White Identities and the Reconstruction of Sickle-Cell Anemia." Chapter 5 in <i>Drawing Blood: Technology and Disease in 20th-Century America</i> .	
	Wed, 3/2	Inhorn, MC. 2004. "Middle Eastern masculinities in the age of new reproductive technologies: male infertility and stigma in Egypt and Lebanon." <i>Med Anthro Quarterly</i> 18:34-54. Maines, R. 1989. "Socially camouflaged technologies: the case of the electromechanical vibrator." <i>Technology and Society Magazine, IEEE</i> 8(2):3-11.	
	Fri, 3/4	Chow-White, Peter and Troy Duster. 2011. "Do Health and Forensic DNA Databases Increase Racial Disparities?" <i>PLoS Medicine</i> , October, Vol 8:10.	Blog entry 4 due
Week 10: The Social Production of Biology	Mon, 3/7	Lock, Margaret. 2013. "The Epigenome and the Nature/Nurture Reunification: A Challenge for Anthropology." <i>Medical Anthropology</i> 32(4):291-308.	
	Wed, 3/9	Krieger, Nancy and Elizabeth Fee. 2005. "Man Made Medicine and Women's Health: The Biopolitics of Sex/Gender and Race/Ethnicity." Pg. 239-256 in <i>Embodying Inequality</i> , Nancy Krieger, ed.	
	Fri, 3/11	No readings: Wrap-Up and Review.	Op-Ed essay due
Final Exam	Monday, March 14, 10:30am-12:30pm		