

Race, Gender, Science

ANTHRO 128B
CHC/LAT 176

REMOTE:
[https://
canvas.eee.uci.
edu/courses/
25152](https://canvas.eee.uci.edu/courses/25152)

UC IRVINE
SPRING 2020



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 (and should that matter)?

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, medicine, and technology.

Finally, the course ends with an examination of the way race, gender, and social inequalities become embodied and can 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. society.

What's in the syllabus?

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Professor:

Dr. Angela C. Jenks

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Student hours: Weds, 2-4pm

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Grading

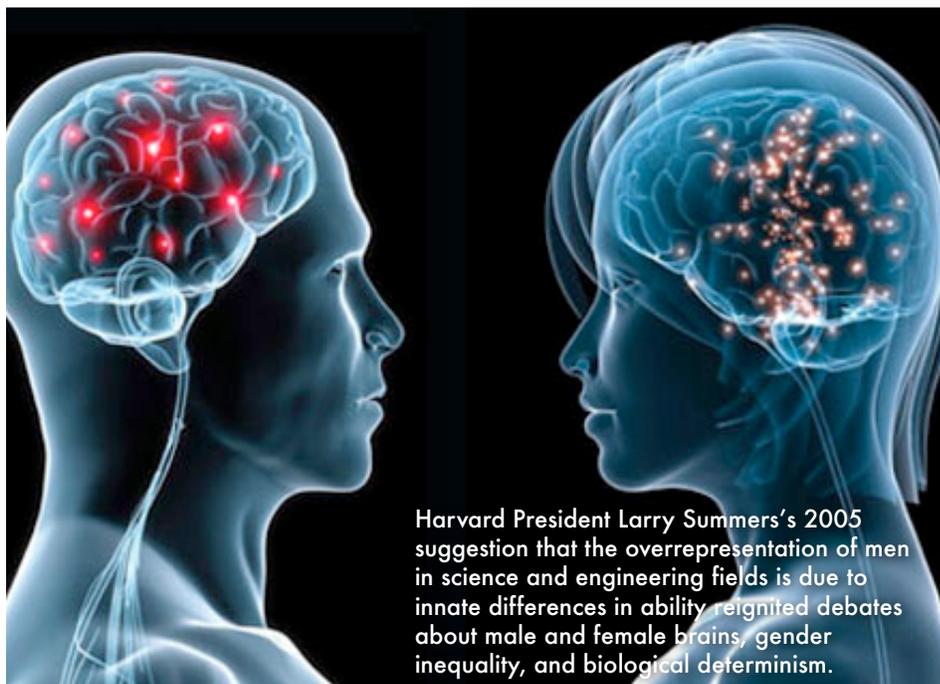
Reading Annotations	40 pts.
Discussions (6)	60 pts.
Weekly Quizzes (8)	80 pts.
Blog Entries (3)	60 pts.
Public Education Project	60 pts.
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TOTAL	300 pts.

Grade Scale

A ≥ 280	A- ≥ 270	
B+ ≥ 260	B ≥ 250	B- ≥ 240
C+ ≥ 230	C ≥ 220	C- ≥ 210
D+ ≥ 200	D ≥ 190	D- ≥ 180
F ≤ 180		

Grading Options

In Spring 2020 only, students may enroll in this course P/NP (Pass/Not Pass). You may change from the letter-grade option to P/NP until Friday of Week 10. A "P" (Pass) will count toward satisfaction of a major requirement that normally must be satisfied with a letter grade. You will need to earn the equivalent to a C grade or higher to receive a P. P/NP does not factor into your GPA.



Course Requirements

Reading Annotations (13.3% of grade)

Each week, we will collectively annotated assigned readings through the Perusall platform. Please contribute at least FIVE substantive annotations to each article. Annotations may be thoughtful questions, comments, or context. Some annotations may be in response to comments or questions that the professor or fellow students have already made. Annotations cannot be made up, but missing two assignments will have no effect on your grade.

Discussion Participation (20% of grade)

Discussion sections are an important component of the course and offer opportunities for learning in smaller groups. You will receive credit for participation in at least six (6) weekly discussions throughout the quarter.

You will be able to choose whether to participate in live (synchronous) virtual sessions or non-live (asynchronous) online sessions.

Weekly Quizzes (26.7% of grade)

Weekly quizzes will be administered on-line through the course Canvas site. These will contain objective and short answer questions related to material covered in assigned readings, lectures, videos, podcasts, and discussions. Quizzes should be completed on your own, but you may use any course materials (notes, readings, etc.). Quizzes cannot be made up, but you may drop your two lowest quiz grades.



Course Requirements, cont.

Blog Entries (20% of grade)

Throughout the quarter, pay attention to current events, popular images, and other references illustrating the intersection of race, gender, and science that you encounter in everyday life. Turn in at least three of these items with commentary and discussion. More information about acceptable entries and grading will be distributed through the course website.

Public Education Project (20% of grade)

For your final course project, make and share a public-facing resource focused on any topic related to the study of race, gender, and science. This could be a short film, infographic, comic, photoessay, game, op-ed essay, etc., but your project must be 1) based on research; 2) connect to course questions, topics, and themes; and 3) shareable to a targeted audience.

You will complete this assignment in several stages. First, choose a topic to investigate in more depth. Your blog entries are intended to help you generate ideas. Next, use course and library resources to conduct your research and develop an argument. Finally, consider the best way to communicate that argument to a particular public audience and produce your final project. Additional information and a grading rubric will be distributed in the Canvas site.

Flexibility & Grace

We will be moving through this course under extremely unusual circumstances. Many students are dealing with housing and food precarity, job loss, medical emergencies, dependent care dilemmas, and irregular computer or internet access. Delays and missed deadlines are to be expected.

Many of the assignments in the class are designed to be flexible – you may miss assignments and drop lowest grades with no penalties. We will work to accommodate other late work as much as we can. Your Professor & TAs are also facing new and unforeseen circumstances. We ask that you extend to us the same flexibility and grace as we navigate this situation together.

Academic Integrity

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards. Academic integrity is a requirement for passing this course. All student work must be the work of the individual receiving credit. Please familiarize yourself with [UCI's Academic Integrity Policy](#) and speak to your instructor if you have any questions about what is and is not allowed in this course.

Academic Support

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

The UCI Library is an excellent research resource and offers a helpful [online guide to Anthropology scholarship](#).

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

Health and Safety

The [Student Health Center](#) offers comprehensive health services to all UCI students.

This is an extraordinarily stressful time, and mental health support can be very important to help us manage. [TAO \(Therapy Assisted Online\)](#) is available for free for all students.

[UCI Campus Assault Resources & Education](#) offers free and confidential support services to those impacted by sexual assault and relationship abuse/violence.

The [UCI Dream Center](#) offers support and legal services for AB540, undocumented students, and those from mixed-status families.

Access and Inclusion

I am committed to providing an inclusive learning environment and to giving every student the opportunity to succeed in this course. If, at any point during the course, you encounter a circumstance (mental, physical, cognitive, legal, personal, etc.) that affects your ability to fully access and participate in this course, you are welcome to contact me to discuss your specific needs.

I also encourage you to contact the [UCI Disability Services Center](#). If you have a diagnosis, DSC can help you document your needs and create an accommodation plan. By making a plan through DSC, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

FRESH Basic Needs Hub

If you have difficulty accessing sufficient food to eat everyday or lack a safe and stable place to live, contact the UCI Basic Needs Coordinator at fresh@uci.edu.

If you are near UCI, the [FRESH Basic Needs Hub](#) is still open on campus. The hub includes free food and toiletry supplies. To minimize contact, hours and procedures have changed and you will need to make an appointment. A \$2000 emergency grant is also available (though you will need to have maxed out student loans to be eligible). [Apply for the Economic Crisis Response Grant here](#).

Computer and Internet Access

Remote learning depends on access to computers and high-speed internet. If you do not have reliable access to a computer, UCI has a free [student laptop loan program](#) for Spring 2020. You can request a laptop but need to be able to pick it up from campus.

Some internet providers have offered free or reduced services for students, though availability depends on your location. For more information, go to <https://uci.edu/coronavirus/students/index.php> and scroll down to "Internet Connectivity for Students".

Communication

If you have any questions not answered in this syllabus, please contact the Professor or your TA. For general questions about the class, feel free to post in the "Questions & Help" section of the Canvas discussion board. For individual questions, you are welcome to visit my virtual office hours (sign up at angelajenks.youcanbook.me) or contact me through Canvas or email. I aim to respond to messages within 24 hours.

Outline of Topics

Course materials are being reconfigured for remote learning and will be listed in the Canvas site. Each week, materials will open at 12:00am on Sunday morning. All assignments will be due by 11:59pm the following Sunday.

DATE	TOPIC	MATERIALS	WHAT'S DUE?
Week 1: March 29	Getting Started with Remote Learning	Welcome message from Dr. Jenks Zoom student guide	Interactive Syllabus Quiz Remote Learning Survey Discussion 1
Week 2: April 5	Introduction to Race, Gender, and Science	Online lecture: What is race? Online lecture: What is gender? Reading: 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.	Reading annotations Quiz 2 Discussion 2
Week 3: April 12	The Nature of Human Difference: Taxonomy & Comparative Anatomy	Online lecture: The nature of human difference Film: <i>The Life and Times of Sara Baartman</i> Reading: Schiebinger, Londa. 1986. "Skeletons in the Closet: The First Illustrations of the Female Skeleton in Eighteenth-Century Anatomy." <i>Representations</i> 14:42-82.	Reading annotations Quiz 3 Discussion 3 Blog entry 1
Week 4: April 19	Biological Determinism and the Naturalization of Inequality	Online lecture: Biological determinism Film: <i>Race, The Power of an Illusion (Episode 2)</i> Reading: Jones, David S. 2004. "Race to Extinction." In <i>Rationalizing Epidemics</i> .	Reading annotations Quiz 4 Discussion 4
Week 5: April 26	Evolutionism, Social Darwinism, and Eugenics	Film: <i>The Eugenics Crusade</i> Film viewing guide Reading: Stern et al. 2017. "California's Sterilization Survivors: An Estimate and Call for Redress." <i>American Journal of Public Health</i> 107(1): 50-54.	Reading annotations Quiz 5 Discussion 5 Extra credit: Mid-quarter check-in
Week 6: May 3	DNA, Genes, and the Rebiologization of Difference	Online lecture: Sexing the Chromosomes Online lecture: The Promises and Perils of DNA Testing Reading: 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.	Reading annotations Quiz 6 Discussion 6 Blog entry 2

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Week 7: May 10	Race, Gender, and Medical Research	<p>Online lecture: Personalized Medicine</p> <p>Online lecture: Inclusion and Difference</p> <p>Reading: 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.</p>	<p>Reading annotations</p> <p>Quiz 7</p> <p>Discussion 7</p> <p>Topic brainstorm: Public Education Project</p>
Week 8: May 17	The Science of Sexuality	<p>Online lecture: Human Sexual Behavior</p> <p>Reading: Terry, Jennifer. 2000. "'Unnatural Acts' in Nature: The Scientific Fascination with Queer Animals." <i>GLQ</i> 6(2):151-193.</p>	<p>Reading annotations</p> <p>Quiz 8</p> <p>Discussion 8</p>
Week 9: May 24	Racialized and Gendered Technologies	<p>Online lecture: Racialized Technologies</p> <p>Online lecture: Gendered Technologies</p> <p>Reading: 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.</p>	<p>Reading annotations</p> <p>Quiz 9</p> <p>Discussion 9</p> <p>Blog entry 3</p> <p>Research/Argument Check-in: Public Education Project</p>
Week 10: May 31	The Social Production of Biology	<p>Lecture: How Racism Affects Health</p> <p>Reading: Gravlee, Clarence. 2009. "How race becomes biology: Embodiment of social inequality." <i>American Journal of Physical Anthropology</i> 139(1): 47-57.</p>	<p>Reading annotations</p> <p>Quiz 10</p> <p>Discussion 10</p> <p>Extra Credit: Course Feedback</p>
Finals Week: June 7	Public Education Project Due		