

Race, Gender, Science

ANTH 128B
CHC/LAT 176

MWF
3-3:50PM

ROOM
ELH 100

UC IRVINE
WINTER 2014



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

This course approaches race and gender as biosocial constructs, exploring their roles in debates about the relationship between biology and society, nature and culture, and human similarity and difference.

The first section of the course places these debates in their historical context, as we examine the role that understandings of race and gender played—and continue to play—in the development of Western science. Next, we will investigate the relationship among race, gender, and contemporary scientific

research, particularly in the fields of genomics and health disparities research. 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.
- 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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Grading

Lecture/Discussion Attend. & Participation	60 pts.
Midterm Exam	80 pts.
Current Issues Journal	80 pts.
Op-Ed Essay	80 pts.
Final Exam	100 pts.

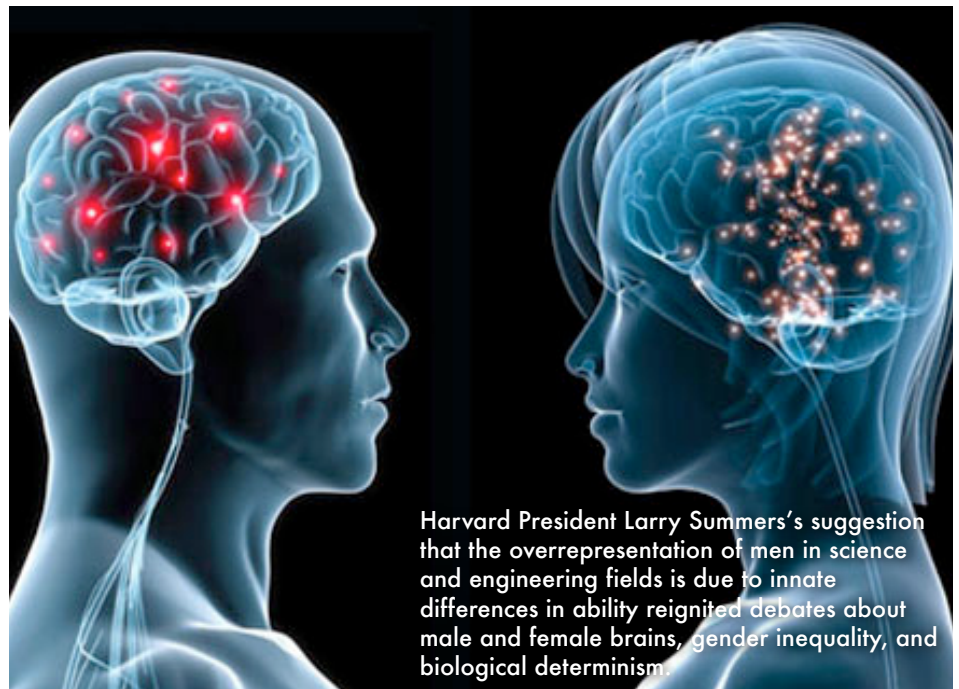
TOTAL	400 pts.

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/> and bring your faculty notification letter to me.



Course Requirements

Lecture/Discussion Attendance & Participation (15%)

Lecture and discussion 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 multiple 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, short reflections, film viewing guides, or other activities. No make-up or late assignments will be accepted, although missing one activity will not have an effect on your grade.

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.

Attendance at your enrolled discussion section is mandatory. Sections will begin meeting the second week of class, beginning 1/13. You may miss ONE discussion section with no effect on your grade.



The use of laptops, tablets, cell phones, and other electronic devices is NOT permitted in lecture. Although lecture slides will be posted on the course website, many of them contain images rather than text. Please bring paper and pens/pencils to take notes.

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.



Course Requirements, cont.

Midterm and Final Exams (45%)

There will be one in-class midterm and a cumulative final exam. Exams will contain objective, 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.

Current Issues Journal (20%)

Throughout the quarter, pay attention to current events, popular images, and other references to race, gender, and science that you encounter in everyday life. These may include news stories, TV shows or movies, advertisements, blogs, internet memes, etc. Choose FOUR items to analyze for this course. These items should not be ones that were already discussed in class.

For each item, submit a 300-word (about 1 page) discussion and analysis that applies course themes and concepts. Deadlines for each entry are listed in the course calendar, and a grading rubric will be distributed through the course website.

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 contact 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/14w/60385>. The website includes links to assigned readings, assignment information, lecture slides and handouts, and additional 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. Class 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 (see pg. 2). 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.

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.



In 2005, the FDA approved BiDil, the first race-specific medication, for the treatment of heart disease in African Americans.

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, 1/6	No readings.	
	Wed, 1/8	AAA statement on race Marks, Jonathan. 1996. Science and Race. <i>American Behavioral Scientist</i> 40(2):123-133.	
	Fri, 1/10	Fausto-Sterling, Anne. 1993 and 2000. The Five Sexes and The Five Sexes Revisited. <i>Sciences</i> . Jordan-Young, Rebecca and Katrina Karkazis. 2012. You Say You're a Woman? That Should Be Enough. <i>NY Times</i> , June 17.	
Week 2: Taxonomy and Comparative Anatomy: Defining Humanity's Place in Nature	Mon, 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.	Syllabus quiz due (online)
	Wed, 1/15	Gould, Stephen Jay. 1996. American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species. In <i>The Racial Economy of Science</i> , Sandra Harding, ed. Schiebinger, Londa. 1990. The Anatomy of Difference: Race and Sex in 18th century Science. <i>Eighteenth Century Studies</i> 23(4): 387-405.	
	Fri, 1/17	Magubane, Zine. 2001. Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the Hottentot Venus. <i>Gender and Society</i> 15(6):816-833.	
Week 3: Biological Determinism and the Naturalization of Inequality	Mon, 1/20	NO CLASS: Martin Luther King, Jr. Day	
	Wed, 1/22	Fausto-Sterling, Anne. 1991. The Myth of Gender: Biological Theories about Men and Women. [Excerpt]	Journal entry 1 due
	Fri, 1/24	Jones, David S. 2004. Rationalizing Epidemics: Meanings and Uses of American Indian Mortality since 1600. [Excerpt] Cartwright, Samuel. 1851. Report on the Diseases and Physical Peculiarities of the Negro Race. <i>New Orleans Medical and Surgical Journal</i> 691-715.	

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TOPIC	DATE	WHAT TO READ	WHAT'S DUE?
Week 4: Evolutionism, Social Darwinism, and Eugenics	Mon, 1/27	Stocking, George. 1982. The Dark-Skinned Savage: The Image of Primitive Man in Evolutionary Anthropology. Pp. 110-132 in <i>Race, Culture, and Evolution: Essays in the History of Anthropology</i> .	
	Wed, 1/29	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, 1/31	Galton, Francis. 1901. The Possible Improvement of the Human Breed Under the Existing Conditions of Law and Sentiment. <i>Man</i> 1:161-164. Bauerlein, Valerie. 2013. North Carolina to Compensate Sterilization Victims. <i>Wall Street Journal</i> , July 26.	
Week 5: The End of Race?	Mon, 2/3	Boas, Franz. 1974. 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. Livingstone, Frank B. 1962. On the Non-Existence of Human Races. <i>Current Anthropology</i> 3(3):279-281.	Journal entry 2 due
	Wed, 2/5	No readings. Catch up and review.	
	Fri, 2/7	Midterm exam	Midterm exam
Week 6: Race, Gender, and the Making of Scientific Knowledge	Mon, 2/10	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. Stepan, Nancy Leys. 1986. Race and Gender: The Role of Analogy in Science. <i>Isis</i> 77(2):261-277.	
	Wed, 2/12	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> .	
	Fri, 2/14	Terry, Jennifer. 2000. "Unnatural Acts" in Nature: The Scientific Fascination with Queer Animals. <i>GLQ</i> 6(2):151-193.	

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TOPIC	DATE	WHAT TO READ	WHAT'S DUE?
Week 7: Genetics and the Rebiologization of Race	Mon, 2/17	NO CLASS: Presidents' Day	
	Wed, 2/19	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. Condit, C.M. 2004. The Role of "Genetics" in Popular Understandings of Race in the United States. <i>Popular Understanding of Sci</i> 13:249-272.	
	Fri, 2/21	Reardon, Jenny. 2001. The Human Genome Diversity Project: A Case Study in Coproduction. <i>Social Studies of Science</i> 31: 357-388.	
Week 8: Gender, Ancestry, and Disease	Mon, 2/24	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.	Journal entry 3 due
	Wed, 2/26	Nelson, Alondra. 2008. Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry. <i>Social Studies of Science</i> 38:759-783. Tallbear, Kimberly. 2008. Native-American-DNA.com: In Search of Native American Race and Tribe. Pg. 235-252 in <i>Revisiting Race in a Genomic Age</i> , Koenig, Lee, and Richardson, eds.	
	Fri, 2/28	Montoya, Michael. 2007. Bioethnic Conscription: Genes, Race, and Mexicana/o Ethnicity in Diabetes Research. <i>Cultural Anthropology</i> 22 (1):94-128.	
Week 9: Race, Gender, and Medicine	Mon, 3/3	Sankar, P and J. Khan. 2005. BiDiI: Race medicine or race marketing? <i>Health Affairs</i> W5:455-63.	
	Wed, 3/5	Epstein, Steven. 2010. Beyond Inclusion, Beyond Difference: The Biopolitics of Health. Pg. 63-87 in <i>What's the Use of Race?</i> Ian Whitmarch and David S. Jones, eds.	
	Fri, 3/7	Dingel, Molly J. and Barbara A. Koenig. 2008. Tracking Race in Addiction Research. Pg. 172-197 in <i>Revisiting Race in a Genomic Age</i> , Koenig, Lee, and Richardson, eds. Metzl, Jonathan. 2003. Selling Sanity through Gender: The Psychodynamics of Psychotropic Advertising. <i>Journal of Medical Humanities</i> 24(1/2): 79-103.	

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TOPIC	DATE	WHAT TO READ	WHAT'S DUE?
Week 10: The Social Production of Biology	Mon, 3/10	Rothman, Barbara. 1998. Imagining the Future: The Microeugenics of Procreation. Pg. 173-220 in <i>Genetic Maps and Human Imaginations</i> .	Journal entry 4 due
	Wed, 3/12	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. Gravelee, Clarence C. 2009. How Race Becomes Biology: Embodiment of Social Inequality. <i>Am J of Physical Anthropology</i> 139(1): 47-57.	
	Fri, 3/14	No readings: Wrap-Up and Review.	Op-Ed essay due
Final Exam	Monday, March 17, 4pm-6pm		