

- Percent scores convert to letter grades in the following manner:

94-100	A	77-79.9	C+
90-93.9	A-	73-76.9	C
87-89.9	B+	70-72.9	C-
83-86.9	B	60-69.9	D
80-82.9	B-	59.9 ↓	F

Exams will be short answer and essay format. Please bring an 8.5 x 11 bluebook to exams. Bluebooks will be checked at the beginning of the exam to ensure that they are blank. A student who has ANY bluebook on their person that has ANYTHING written in it prior to the exam will not be allowed to take the exam and will receive a zero on the exam.

Responses to the essay/ short answer question must be written in non-erasable pen. Bring your student ID to the exams; IDs will be checked.

Pop Culture Project:

- 5 page paper, double-spaced, standard margins (just use the “normal” document setting in Word or whatever program you use), 12 point font. Please number your pages.
- This project will be an analysis of race or gender in some aspect of current pop culture. This could be music (a particular song, music video, the work of a particular artist, or a genre of music), a television show/series (made-for-internet counts), print media, internet media, etc. Not sure if something would work? Ask your professor.
- You will do an in-depth analysis of the media item you choose. This analysis must engage with class material. You can also use outside sources.
- Paper must cite sources used. Include a Bibliography: This might include other sources, or just the media item you are analyzing. Use either American Anthropological Association or Chicago Style for the format of your bibliography and in-text citations.
- You can include graphics in your paper, but they don’t count towards the page count.

Extra Credit Option:

- 10 extra credit points possible
- You may do a presentation of your Pop Culture Project. Using Powerpoint, Prezzi or something similar, put together an approximately 10-minute presentation of your Pop Culture Project.
- Presentations will be given in your discussion sections. Schedule with your TA when you will give your presentation. (If you really want to give your presentation to the whole class, see your professor about scheduling that.)

Classroom expectations

- **Electronic devices:** No electronic devices of any kind are allowed in my classroom: no personal computers, Tables, iPads, iPODs, texting, cell phones or anything else. Do not send or receive texts during class. EXCEPTION: You may audio-record my lecture with a

small audio-recording device (not your laptop, not your phone). Recordings are for personal use only.

- **No food or drinks** (except water) are allowed in the classroom.
- **Late work** is not accepted unless there is a documented injury, illness, or personal emergency. Tests may only be made up if there is a documented injury, illness or personal emergency. If you miss a test please contact your professor as soon as possible to let me know you missed the test and to schedule a makeup.
- Study guides, a copy of the syllabus and other important information will be made available via the class website to be found at eee.uci.edu. You will need your UCI netID and password. Website: <https://eee.uci.edu/15w/25385>

Students with disabilities

If you have a disability requiring accommodation please let me know AND contact the Disability Services Center:

100 Disability Services, Building 313

Voice: 949-824-7494

TTY: 949-824-6272

Email: dsc@uci.edu

UCI Academic Honesty Policy:

This University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but for the entire community.

Full Policy is at:

<http://www.editor.uci.edu/catalogue/appx/appx.2.htm>

Lecture and Assignment Schedule

Date	Topic & Readings	What is due?
Week 1 Jan. 6; Jan. 8	<p>Race emerged in a specific historical context.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. "Measuring Heads" SJ Gould 2. "Measuring Bodies" SJ Gould 3. "Antimiscegenation Laws and the Enforcement of Racial Boundaries." Moran 	
Week 2 Jan. 13; 15	<p>Race construction consequences (historical)</p> <ol style="list-style-type: none"> 4. "The Diseased heart of Africa" Comoroff 5. "Profitable Wonders: Antebellum Medical Experimentation with Salves and Freedmen" Medical Apartheid, Harriet Washington. 	
Week 3 Jan. 20; 22	<p>The construction of American Indian-ness—blood quantum and beyond</p> <ol style="list-style-type: none"> 6. "Introduction' Native Acts, Joanne Barker 7. "Eugenics as Indian Removal: Sociohistorical Processes and the De(con)struction of American Indians in the Southeast" 8. "Hawaiian Nationhood, Self-Determination, and International Law" J. Kehaulani Kauanui. 9. "Identity and the Politics of American Indian and Hispanic Women Leaders" Diane-Michele Prindeville. 	
Week 4 Jan. 27; 29	<p>Health and Race</p> <ol style="list-style-type: none"> 10. " 'A Notoriously Syphilis-Soaked Race': What really happened at Tuskegee?" Medical Apartheid, Harriet Washington. 11. "Genetic Perdition" Medical Apartheid, Harriet Washington 	

<p>Week 5 Feb. 3; 5</p>	<p>Race and Reproduction:</p> <p>12. "The 'Primitive Pelvis,' Racial Folklore, and Atavism in Contemporary Forms of Medical Disenfranchisement." Excerpt from <i>Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization</i></p> <p>13. "The Black Stork: The Eugenic Control of African American Reproduction" in <i>Medical Apartheid</i>, Harriet Washington.</p> <p>14. "From Norplant to the Contraceptive Vaccine" <i>Killing the Black Body</i>, Dorothy Roberts</p>	
<p>Week 6 Feb. 10; 12</p>	<p>Tuesday: Catch up and Midterm Prep.</p> <p>Midterm is Thursday</p>	<p>Midterm Thursday Feb. 12</p>
<p>Week 7 Feb. 17; 19</p>	<p>Part II: Gender</p> <p>Gender and Science</p> <p>15. "That Sexe Which Prevaileth." Anne Fausto-Sterling.</p> <p>16. "Doing Gender" Candace West; Don H. Zimmerman.</p> <p>17. <i>Gender and Genitals: Constructs of Sex and Gender</i> Ruth Hubbard.</p> <p>18. "Night to His Day" Lorber</p>	
<p>Week 8 Feb. 24; 26</p>	<p>19. "The Egg and The Sperm" Emily Martin</p> <p>20. "The Virtual Speculum and the New World Order" Donna Haraway</p> <p>21. "The Woman in the Flexible Body" Emily Martin</p>	
<p>Week 9 Mar. 3; 5</p>	<p>Transgender</p> <p>22. "The Gender of Brazilian Transgender Prostitutes"</p> <p>23. "Sex and Diversity, Sex Versus Gender, and Sexed Bodies: Excerpts from <i>Evolution's Rainbow</i>:</p>	

	<p>Diversity, Gender and Sexuality in Nature and People.” Joan Roughgarden</p> <p>24. Interdependent Ecological Transsex: Notes on Re/Production, “Transgender” Fish, and the management of Populations, Species, and Resources.” Bailey Kier</p>	
<p>Week 10 Mar. 10; 12</p>	<p>Catch up and prepare for final exam.</p>	<p>Pop Culture Project Paper due last class meeting.</p>
<p>March 14-20 is Finals Week</p>	<p>Final exam for this class is: Fri, Mar 20 10:30am - 12:30 p.m.</p>	<p>Finals</p>