



ANTHROPOLOGY 128B: Selected Topics in Cultural Anthropology

Race, Gender, & Science

Winter 2019, Lecture: M, W, F 2-2:50pm

Location: DBH 1100

Course Code: 60385

Course Website: <https://canvas.eee.uci.edu/courses/13649>

Instructor: Dr. Erica Hua Fletcher

Email: ehfletch@uci.edu

Office Hours: Mondays, 12-1pm

Office: SBSG 3311 (Social & Behavioral Sciences Gateway, 3rd floor)

COURSE DESCRIPTION

This course will introduce core concepts in the history of Western science, with an emphasis on scientists' dynamic understanding of bodies, public health, and their influence on public policy. This class will focus on the history of scientific racism and misogyny and the spread of Western scientific paradigms throughout U.S. and other countries across the world, including the practice of eugenics and other public health initiatives. Students will also be introduced to the work of physical/biological anthropologists who created problematic taxonomies of race and the work of cultural anthropologists who later demonstrated the ways in which "race" and "gender" are socially-constructed categories within scientific endeavors and medical practice. Students are encouraged to reflect on contemporary issues related to race and gender in science and to write an op-ed essay that explores a health issue, health technology, or health social movement that affects them, a family member, friend, or their community. Efforts will be made to facilitate student participation, collaboration, and engagement with multimedia texts throughout the course.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Be able to articulate reasons for the growing dominance of biomedical understandings of the body and the legacies of scientific racism and misogyny in the practice of global public health.
2. Recognize ethical considerations in current scientific endeavors.
3. Be familiar with core concepts and well-known leaders in the fields of physical and cultural anthropology.
4. Write an op-ed essay that explores a science-related topic through an anthropological framework.
5. Reflect on various strategies to facilitate an engaging learning environment.

PREREQUISITES

Familiarity with basic concepts in sociocultural anthropology is helpful, but not required for this course.

Terminology commonly used within sociocultural anthropology, including the anthropology of science and medicine, will be introduced, defined, and used throughout the course. Students are encouraged to ask about the meaning of words used during the lecture sessions and section discussions.

Grade Breakdown

Discussion Section Attendance (min. 6):	10%
Discussion Section Participation (min. 6):	10%
Lecture Activities (via iClicker 2):	10%
Midterm Exam:	20%
Op-ed Essay:	30%
Final Exam:	20%

Attendance and Participation (30% of final grade)

Lecture and discussion sections are the main sources of learning for this course. Please arrive on time, complete of assigned readings before class, and stay until the end. Attendance (10% of final grade) will be taken in lecture sections through iClicker activities. SEE INSTRUCTIONS for setting up iClicker 2 at the end of this document. Electronic devices are permitted in lectures, and at the discretion of TAs in their discussion sections.

Highly Recommended: Contribute to Collaborative Study Guide on Google Docs

NOTE: Bringing a fellow student's iClicker 2 to class is a violation of the University Honor Code. If you are caught with a remote other than your own or have votes in a class that you did not attend, you will forfeit all clicker points and may face additional disciplinary action.

Attendance (10% of final grade) will be taken in discussion sections, and students must attend a minimum of 6 discussion sections. Active class participation (10% of final grade) will be assessed by your TA. Class participation must reflect a) an in-depth understanding of the reading material, b) ability to think critically about author's intent and message, c) application to real-world issues, and d) potential applications within social services, public policy, and the health professions.

Midterm & Final Exams (40%):

Two non-cumulative exams will be given in Week 5 on Monday, February 4 and on Week 10 on Friday, March 15. The exams will cover the readings and content discussed in lectures. Both exams will involve true/false questions, multiple choice questions, and a matching section. Students are required to take both exams. No extra credit will be offered in this class.

Op-Ed Essay Assignment (30%):

Your op-ed essay should be 1,200 words (4-5 pages in length). A minimum of 4 anthropological sources is required in the reference section, which should conform to AAA citation guidelines.

See <https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>

See link below for tips to write an op-ed essay:

<https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/>

REQUIRED COURSE MATERIAL

- **Purchase iClicker 2**
- **Reading Assignments**

This course will emphasize close readings of all assigned articles. All required course readings will be posted on the course website, with an average of 2-3 articles or book chapters assigned each week. Students should read posted articles or assigned chapters before attending class.

- **Course Text**

Dorothy Robert (2011). *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century*. New York: The New Press. ~\$15.

COURSE POLICIES**Missed or Late Work**

You are responsible for all material covered in lecture and discussion sections. Discussion attendance & participation can not be made up, but you will be able to drop some scores. Make-up exams will only be given in extraordinary and well-documented situations. The op-ed essay will lose 5 points for each day of lateness (including weekends, holidays, etc.).

Grade Appeals

Requests for an assignment regrade must be submitted in writing to your TA within 7 days 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.

Assignment Submission Policy

The paper assignment will be turned online through Canvas before Friday, March 1st at 5pm.

Resources

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. See

<http://www.larc.uci.edu/students/>.

The UCI Writing Center offers in-person and online consultations for students at any stage of the writing process. See <http://www.writingcenter.uci.edu/>.

Nicole Carpenter, the UCI librarian for anthropology, has created a resource guide for anthropological resources. See <https://guides.lib.uci.edu/anthropology>. (Consider using Anthrosource to begin your literature review for your paper. Students are encouraged to use assigned readings in their literature review as well.)

Accommodations

For learning and accessibility needs, please contact the UCI Disability Services Center: <https://dsc.uci.edu/>

Academic Integrity

Your op-ed essay must be properly sourced, with a minimum of 4 anthropological sources listed in the text and in a reference section (these can include readings from class). AAA format for citations is required. Violations of academic integrity (cheating, plagiarism, etc.) will result in no credit for the assignment, course failure, and/or referral for disciplinary action. The UCI policy on academic integrity and student conduct policies can be found here: <https://aisc.uci.edu/students/academic-integrity/index.php>.

Email Policy

Please include “128B” in the subject line of your email. I generally respond to emails with 1-2 business days. Feel free to come to my office hours (12-1pm M) to discuss topics that can not be addressed in class or briefly via email. Make sure you start your assignments and exam preparations early, as no questions about them will be answered in the 24 hours before their due date.

Please note this syllabus is subject to minor changes. Changes, if any, will be noted in lecture.

Week 1: Course Introduction & Core Concepts

Monday, January 7

Course Overview

Review syllabus

Discuss approach to teaching and student engagement

Register iClicker2.

Wednesday, January 9: Categorizing the World

CHAPTER 2: Separating Racial Science from Racism, in *Fatal Invention*, PART I, pp. 26-43.

Friday, January 11: “Studying Up” in Science

CHAPTER 2: Separating Racial Science from Racism, in *Fatal Invention*, PART II, pp. 43-54.

Optional: Listen to Invisibilia Podcast

2015 The Power of Categories. NPR.

<https://www.npr.org/programs/invisibilia/384065938/the-power-of-categories>

Week 2: Slave Medicine

Monday, January 14

Bankole, K. (1998). The Human/Subhuman Issue and Slave Medicine in Louisiana: A Race, Gender, & Class Critique of Genetic Determinism. *Race, Gender, & Class* 5(3): 3-11.

Bachynski, Kathleen

2018 American Medicine was built on the backs of slaves. And it still affects how doctors treat patients today. The Washington Post. Published June 4, 2018.

https://www.washingtonpost.com/news/made-by-history/wp/2018/06/04/american-medicine-was-built-on-the-backs-of-slaves-and-it-still-affects-how-doctors-treat-patients-today/?utm_term=.3b080ece27d5

Wednesday, January 16

Listen to Podcast:

Londa Schiebinger, "Secret Cures of Slaves," on Colonialism, Imperialism, and Knowledge

<https://itunes.apple.com/us/podcast/londa-schiebinger-secret-cures-slaves-people-plants/id276412994?i=1000414733986&mt=2>

Friday, January 18

Washington, Harriet

2006 Chapter 3: The Black Stork: The Eugenic Control of African American Reproduction. In *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York: Anchor Books. P189-21

Last day to register iClicker2.

Week 3: Measuring Bodies

Monday, January 21: NO CLASS, Martin Luther King, Jr. Day

Wednesday, January 23 Theories of Polygeny & Craniology

Gillham, Nicolas W.

2001 Sir Francis Galton and the Birth of Eugenics. *Annual Review of Genetics* 35:83-101.

Friday, January 25: Deconstructing Evolutionary "Progress"

Boas, Franz

1931 Race and Progress. *Science* 74(4).

Week 4: Biology & Imperialism

Monday, January 28:

Lock, Margaret and Vin-Kim Nguyen

2010 Chapter 6: Colonial Disease and Biological Commensurability. In *Anthropology of Biomedicine*. Malden, MA: Wiley-Blackwell. Pp. 146-157. PART I

Wednesday, January 23

Lock, Margaret and Vin-Kim Nguyen

2010 Chapter 6: Colonial Disease and Biological Commensurability. In *Anthropology of Biomedicine*. Malden, MA: Wiley-Blackwell. Pp. 157-174. PART II

Friday, February 1: Protest Psychosis & Concept Review

Darden, Jenee

2017 'Get Out' Gets in Our Heads about African Americans and Mental Health. Huffington Post. https://www.huffingtonpost.com/entry/get-out-gets-in-our-heads-about-african-americans_us_58c7489de4b022817b291685

Optional: Watch *Get Out*

Week 5: Midterm Exam, Eugenics, and Genetics Research

Monday, February 4: MIDTERM EXAM-Bring pencil

Wednesday, February 6: Eugenics Campaigns

Roelcke, Volker

2004 Nazi Medicine and Research on Human Beings. *The Lancet* (364), 6-7.

Stern et al.

2017 California's Sterilization Survivors: An Estimate and Call for Redress. *American Journal of Public Health* 107(1), 50-54.

Watch in Class: Clips from *No Mas Bebés*

Friday, February 8

CHAPTER 3: Redefining Race in Genetic Terms, in *Fatal Invention*

Week 6: The New Racial Science

Monday, February 11

CHAPTER 4: Medical Stereotyping, in *Fatal Invention*

Wednesday, February 13

CHAPTER 5: The Allure of Race in Biomedical Research, in *Fatal Invention*

Friday, February 15

CHAPTER 6: Embodying Race, in *Fatal Invention*

Week 7: New Racial Technology

Monday, February 18: NO CLASS, Presidents' Day

Wednesday, February 20

CHAPTER 7: Pharmacoethnicity, in *Fatal Invention*

Friday, February 22

CHAPTER 8: Color-Coded Pills, in *Fatal Invention*

Week 8: New Racial Technology, cont.

Monday, February 25

CHAPTER 9: Race and the New Biocitizen, in *Fatal Invention*

Wednesday, February 27

CHAPTER 10: Tracing Racial Roots, in *Fatal Invention*. (Read Part I, 226-242).

Friday, March 1: TURN IN OP-ED ESSAY * DUE at 5pm*

CHAPTER 10: Tracing Racial Roots, in *Fatal Invention*. (Read Part II, 242-257).

Week 9: New Biopolitics of Race & Modern Health Social Movements

Monday, March 4

CHAPTER 11: Genetic Surveillance, in *Fatal Invention*.

Wednesday, March 6

CHAPTER 12: Biological Race in "Postracial" America, in *Fatal Invention*.

Friday, March 8

Listen to Podcast, Food Psych 103: Social Justice and Racism in the Body-Positive Movement with Gloria Lucas

on Nalgona Positivity Pride (1hr)

<https://christyharrison.com/foodpsych/4/social-justice-and-racism-in-the-body-positive-movement-with-gloria-lucas>

Week 10: Contemporary Issues & Final Paper Due

Monday, March 11: Citizen Science

Davis, C.A., Heiman, J.R., Janssen, E., Sanders, S.A., Garcia, J.R., & Menczer, F.

2016 Kinsey Reporter: Citizen Science for Sex Research. *CoRR*, *abs/1602.04878*.

Wednesday, March 13: BioHacking

Chardronnet, Ewen

2015 GynePunk, the Cyborg Witches of DIY Gynecology. Makery.

<http://www.makery.info/en/2015/06/30/gynepunk-les-sorcières-cyborg-de-la-gynecologie-diy/>

Okoye, Florence (READ ABOUT THREE LINKS PROVIDED IN THIS BLOG)

2015 Black to the Future: Afrofuturism and Tech Power.

<https://www.opendemocracy.net/transformation/florence-okoye/black-to-future-afrofuturism-and-tech-power>

Friday, March 15: FINAL EXAM (Noncumulative)- Bring Pencil**iClicker setup & policies**

I will be using the iClicker student response system in class this quarter. iClicker helps me to understand your knowledge of the material and gives everyone a chance to participate in class. I will use iClicker to keep track of attendance; please see the attendance policy on page (2) of the syllabus. Participation with iClicker will account for **10% of your final grade**. I will drop some of the lowest scores to account for times you forget to bring your clicker to class or experience problems.

You may purchase one of the following models:

iClicker 2

How to register:

To receive credit for the responses you submit with iClicker 2, you must register by the drop/add deadline, **January 18**. Students who register after this time will not receive credit.

Canvas:

You must register your clicker through the course website. Look for “iClicker Registration” in the navigation menu on the left side of the page. Click on that link, and you will be prompted to enter your iClicker Remote ID (found on the barcode on the back of the clicker). When complete, you will see the clicker ID and the date you registered it. If you’re using a pre-owned clicker, there is no need for the previous owner to unregister, and you will not be charged a fee to register it through the course Canvas site. If you make a mistake in your entry, click on the “remove” link and re-enter the correct clicker ID information. If you encounter an error when trying to register your clicker, try using Chrome or Firefox instead of Safari or Internet Explorer.

Clicker frequencies: (AA for our classroom)

You may need to change your clicker frequency to match the base receiver in the classroom. Please be familiar with the directions located here:

<https://community.macmillan.com/docs/DOC-7402-participate-in-a-course-polling-session-with-an-iclicker-remote>

- The iClicker base receiver must be plugged in, and often a session must be started before you will be able to change your frequency.
- An original iClicker remote always defaults to frequency AA when first turned on, so do not turn it off during your class once you have turned it on and set your frequency.

- An iClicker2 or iClicker+ remote automatically turns off after 10 minutes of inactivity, but when you turn it back on it will remain on the last used frequency.