

**Ethnic Studies 102 – Spring 2017**  
**Science and Technology in Society: Race/ Gender/ Class**  
Tuesday 5:00pm to 7:50pm, WLH 2208

Instructor: Maisam Alomar

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Office Hours: Tuesdays 3:00pm - 4:30pm

**Course Description:**

This course examines the role of science and technology in forming conceptions of race, gender and class, and vice-versa. It also considers how some populations benefit from scientific knowledge-production while others are excluded or come to be its subjects. To this end, the course considers the constitutive intersection between discourses of science/technology and social categories of power, difference, and identity. This interdisciplinary course will constitute an introduction to the cultural study of science and technology, investigating how science is produced as a category of knowledge that informs and shapes renderings of race, gender, sexuality, and class. We explore this knowledge production through historical, anthropological, literary, and philosophical investigations of technology and scientific inquiry. Such an engagement will allow us to politically, socially, and culturally contextualize the institutions of science and technology. How does scientific thought constitute itself as objective? How does this assumption of objectivity produce certain discourses of race, gender, and sexuality as authoritative? How is scientific thought itself contested when we emphasize a careful consideration of socially and culturally determined difference? This course will provide a framework for such questions through a rigorous examination of the nexus between historically and theoretically situated discourses of scientific knowledge production and race, gender, and class.

**Course Requirements:**

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. No late or make-up assignments will be accepted without documentation of an emergency.

**Quizzes:** Four unannounced quizzes will focus on required readings for the week/day of the quiz.

**Readings and Class Participation:**

- For this course to be productive, you must **come to class having completed all readings for the week**. All readings will be made available on TritonEd. Though you are not required to

purchase texts for this course, **you are required to bring printed copies of all required readings to class.**

- Participation is based on presence and engagement. This includes class discussions as well as completion of in-class assignments related to readings and lecture material. For full participation credit, in-class assignments must be completed and must reflect careful reading and engagement of the week's assignments.
- Absence will be reflected in the final grade. Because we will only meet once a week, any absence will affect your participation grade unless you have a documented emergency.
- Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.
  - Respect is key. Abusive and harsh language, intimidation, and personal attacks will not be tolerated.
  - All claims or arguments made must be supported by the texts.

**Presentation:** You will be required to give one 20 minute presentation, in groups or pairs, analyzing the week's readings in relation to a current event or cultural object of your choice. Please avoid summarizing the readings or splitting the readings between various group members.

**Final Paper:** an analysis of a research topic relevant to the course (6-8 typed pages). Paper must include **at least 3** references from class. Paper must include a bibliography and properly follow conventions of citation and formatting according to MLA, Chicago, or APA style.

**Grading & Grade Distribution:**

Presentation	15%
Quizzes	30%
Final Paper	25%
Readings and Participation	<u>30%</u>
	100%

Grading focuses on how thoughtfully and insightfully you engage course content, including your ability to understand and articulate arguments made in lecture and in readings. I also expect clear, grammatical writing.

**Email Policy:**

Please observe standard email etiquette and formatting. Send all email from your UCSD account. I will typically respond to your questions within 24 hours. Email is a good way to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please see me during office hours.

**Additional Resources:**

- Office for Students with Disabilities (OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Teaching and Learning Commons (Geisel Library): <http://commons.ucsd.edu/students/writing/index.html>

## Course Schedule

### **Week 1: Introduction to Science and Technology Studies**

- Leo Marx, "Does Improved Technology Mean Progress"
- **Recommended:** Bruno Latour, "Do You Believe in Reality"

### **Week 2: Science and the Production of Difference**

- Halford Fairchild, "Scientific Racism: The Cloak of Objectivity"
- Siobhan Somerville, "Scientific Racism and the Emergence of the Homosexual Body"
- Jennifer Terry, "The Seductive Power of Science in the Making of Deviant Subjectivity"

### **Week 3: Eugenics and Reproduction**

- Harriet Washington, "The Black Stork: The Eugenic Control of African American Reproduction" in *Medical Apartheid*
- Dorothy Roberts, "Introduction" in *Killing the Black Body*

### **Week 4: Health Disparities**

- Janet Shim, "Introduction" in *Heart-Sick: The Politics of Risk, Inequality, and Heart Disease*
- Brian Smedley et al, "Race, Racial Inequality and Health Inequities"

### **Week 5: Medical Research**

- Harriet Washington, "Profitable Wonders" in *Medical Apartheid*
- James Jones, *Bad Blood* (selections)
- Robert Schwartz, "Racial Profiling in Medical Research"

### **Week 6: Medical Technology**

- Lundy Braun, "Introduction: Measuring Vital Capacity" in *Breathing Race into the Machine* (2014)
- Joel Garrod, "A Brave Old World: An Analysis of Scientific Racism and BiDiI" (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2687899/>)
- **Recommended:** Jonathan Kahn, "Exploiting Race in Drug Development: BiDiI's Interim Model of Pharmacogenomics"

### **Week 7: Genetics and the Re-Biologization of Race**

- Dorothy Roberts, "Believing in Race in the Genomic Age" in *Fatal Invention*
- Alondra Nelson, "Introduction" in *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome*

### **Week 8: Bodies and Commodities**

- Nancy Scheper-Hughes. "Bodies for Sale: Whole or in Parts."
- Priscilla Wald, "Cells, Genes, and Stories: HeLa's Journey from Labs to Literature"
- Jenny Reardon and Kim TallBear, "Your DNA Is *Our* History: Genomics, Anthropology, and the Construction of Whiteness as Property"

### **Week 9: Technologies of Surveillance and Criminalization**

- Dorothy Roberts, "Collateral Consequences, Genetic Surveillance, and the New Biopolitics of Race"
- Troy Duster, "The Combustible Intersection: Genomics, Forensics, and Race"
- Judith Butler, "Endangered/ Endangering" in *The Body: A Reader*
- **Recommended:** Simone Browne, "Everybody's Got a Little Light Under the Sun: Black Luminosity and the Visual Culture of Surveillance"

### **Week 10: Transhumanism and the "Genetic Imaginary"**

- Lisa Ikemoto, "Race to Health: Racialized Discourses in a Transhuman World"
- Bruce Jennings, "Technology and the Genetic Imaginary: Prenatal Testing and the Construction of Disability"
- Dorothy Roberts, "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?"

### **Majoring or Minor in Ethnic Studies**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

858-534-3277 or [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)