

## ETHN 102: Science and Technology in Society: Race Gender & Class

Prof. Kalindi Vora

Winter 2011: T. Th. 12:30-1:50pm, Solis 110

Office Hours: T. Th. 2-3:30, SSB 221

This survey course offers an interdisciplinary and transnational examination of how bodies, knowledge and power are entangled with science and technology. We will examine how scientific discourses and technological practices generate particular and contextual notions of what the body means, how bodily difference is understood, and how this is related to political, cultural and economic power. We examine social difference, including race, class, gender, sex, sexual orientation, and national citizenship as these are constructed and represented through various technologies and scientific ways of knowing.

The goals of this course are to understand scientific and technical knowledge and practices as culturally contextualized categories of knowledge that are always situated within the politics of difference. In other words, we think through notions like scientific objectivity and technological neutrality by surveying the way research is planned and conducted, and how different applications of scientific and technical knowledge in fields like medicine, pharmaceuticals, archaeology, reproductive technologies, and public health relate to their access and outcomes in different populations and communities.

### Assignments and Evaluation:

Students are expected to complete the readings for each course meeting before they attend that class, and to bring their readings the entire week for each class meeting. Readings are available through E-res unless marked by "CW" in which case they will be linked to the course website..

Grading is based on the completion of two short essays, one in-class midterm, one in-class final exam, and class participation.

Pop quizzes: A correct answer passes and an incorrect answer does not. Pass=retaining your participation points. No pass=one point removed from participation grade at end of course for each no pass.

Short Essays: (2 pages/800 words). The first essay will be due at the beginning of the fourth week of class. Essay topics will be distributed in class on the Monday of the week preceding each deadline. Think creatively, think eccentrically, but always make a clear argument grounded in references (articles, films, novels, etc.) that are properly cited by MLA or Chicago Manual of Style conventions. These should be submitted by the beginning of lecture on the day they are due. Late papers cannot be accepted (including those turned in after lecture begins). Essays will not be accepted via email.

Midterm and Final Exams: Format: In-class exams composed of short answer questions and short essays in response to questions selected from a list provided one week in advance.

\*It is highly recommended that each student follow one US newspaper or news journal and one foreign newspaper or news journal on a regular basis. At least one exam will require the incorporation of current events and small-group discussions will utilize this exposure.

\*\* If you wish to speak with me, I will be available before and after class, as well as in my scheduled office hours. I do not answer email. If you have an emergency, please phone my office.

Week 1 (1/4, 1/6): Groundwork for Historical and Social Scientific Approaches to the Intersectional Study of Race

- Michael Omi and Howard Winant. "Racial Formation," in *Racial Formation in the United States: From the Sixties to the Nineties*. New York: Routledge. Pps. 53-76.
- Stephen Jay Gould. "Introduction," *The Mismeasure of Man*. 1996. pp. 51-61.

Week 2 (1/11, 1/13): Introduction to Studying Science, Technology and Difference

- Donna Haraway. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies*, Vol. 14, No. 3. (Autumn, 1988), pp. 575-599..
- Kimberly Tallbear. "DNA, Blood and Racializing the Tribe." *Wicazo Sa Review*. 18:1. Spring 2003, pp. 81-107. *CW*
- Jennifer Terry, 1997. "The Seductive Power of Science in the Making of Deviant Subjectivity." *Posthuman Bodies*, Judith Halberstam and Ira Livingston eds. Routledge, pp. 135-161.

Week 3 (1/18, 1/20): Historical Entanglements of Science, Race, Gender and Sexuality

- Stephen Jay Gould. Ch. 2 "American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species." Pp. 51-104. *The Mismeasure of Man*. 1996.
- Anne Fausto-Sterling, "Gender, Race, and Nation: The Comparative Anatomy of 'Hottentot' Women in Europe, 1815-1817," in J. Terry and J. Urla, eds. *Deviant Bodies*. 1995. pp. 19-48.
- Anne Fausto-Sterling, "The Five Sexes: Why males and females are not enough." *The Sciences* 33(2): 20-25.

Week 4 (1/25, 1/27): Biopolitics, Class, and Public Health

**\*\*Essay One due T. 1/25 before lecture\*\***

- Nancy Krieger and Mary Bassett, 1993. "The Health of Black Folk: Disease, Class, and Ideology in Science." *Monthly Review*. April 1986, Vol. 38. Pp. 74-85.
- Nayan Shah. "Public Health, Race and Citizenship," pgs. 1-16, & "Ch. 3:Perversity, Contamination, and the Dangers of Queer Domesticity," Pp. 77-104. *Contagious Divides*. University of California Press, 2001.
- David Arnold. "Cholera and Colonialism in British India." *Past and Present*. 113, 1986. Pp. 118-151.

Week 5 (2/1, 2/3): Reproductive Technologies

- Laura Briggs. Debating Reproduction: Birth Control, Eugenics and Overpopulation in Puerto Rico." *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico, 1920-1940*. University of California Press, 2002. Pp. 74-108.
- Farida Akhter. "The Eugenic and Racist Premise of Reproductive Rights and Population Control." *Reproductive and Genetic Engineering: Journal of International Feminist Analysis*. 5: 1, 1992.
- Gillian Goslinga. "Body Boundaries, Fictions of the Female Self: An Ethnographic Perspective on Power, Feminism and the Reproductive Technologies." *Feminist Studies*. 26:1, Pp. 113-140.
- *Midterm review*

Week 6 (2/8, 2/10): Medical Research and Social Difference

**\*\*T. February 8th: In-Class Midterm\*\***

- Robert Schwartz, "Racial Profiling in Medical Research." *New England Journal of Medicine*, vol. 344, No. 18. May 3, 2001. 1392-93.
- James Jones, "The Tuskegee Syphilis Experiment." in Sandra Harding, *The Racial Economy of Science*. Indiana Univ. Press, 1993. Pp. 275- 286.
- "Conducting Clinical Trials in India." Samiran Nundy, M.Chir., and Chandra M. Gulhati, M.D., D.T.M.&H. *New England Journal of Medicine*. 2005; 352:1633-1636.  
<http://www.nejm.org/toc/nejm/352/16/>

Week 7 (2/15, 2/17): Scientific Knowledge and Intellectual Property

- Phillips, Kavita. (2005). "What is a Technological Author? The Pirate Function and Intellectual Property." *Postcolonial Studies*. 8:2, 199-218.
- Waldby and Mitchell. "The Laws of Moore: Waste, Biovalue and Information Ecologies." Ch 3 in *Tissue Economies: Blood, Organs, and Cell Lines in late Capital*. Duke University Press, 2006. Pp. 88-109.
- (Multiple Authors). "News Focus: Science and Native Rights." *Science*. October 8, 2010. Pp. 166-172.

Week 8 (2/22, 2/24): Cadavers and Organ Transplant Technology

**\*\*essay 2 due T. February 22 before lecture\*\*\***

- Scheper-Hughes. "Bodies for Sale: Whole or in Parts." *Body & Society*. London, Thousand Oaks and New Delhi: SAGE Publications. 7 (2-3). 2001. pp. 1-8.
- Lock, Margaret. "Living Cadavers and the Calculation of Death." *Body and Society*. London, Thousand Oaks, and New Delhi: Sage Publications, 2004. pp. 135-152.
- Lawrence Cohen. "Where It Hurts: Indian Material for an Ethics of Organ Transplantation." *Zygon* 38, no. 3 (2003): 663-88.

Week 9 (3/1, 3/3): Plastic Surgery and Socio-cultural (Re)Mappings of the Body

- Gilman, S. (1999). "The Racial Nose" In S. Gilman, *Making the Body Beautiful: A Cultural History of Aesthetic Surgery*. Princeton: Princeton U. Press. Pp. 85-118.
- Eugenia Kaw. (1993). "Medicalization of Racial Features: Asian American Women and Cosmetic Surgery." *Medical Anthropology Quarterly*, 7:1, pp. 74-89.
- Kathryn Pauly Morgan. (1991). "Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies." *Hypatia*, 6:3, pp. 25-53.

Week 10 (3/8, 3/10): Research Ethics, Access to Technology and Social Justice

Tuesday March 8th: Wrap-up and final review discussions

Thursday March 10th: **\*\*In-class final exam\*\***