

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

Prof. Kalindi Vora

Winter 2016: T. Th. 9:30-10:50am, WLH 2114

Office Hours: T. 12:30-2 and by appt. 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 the readings for the entire week to each class meeting. Readings are available through E-res (password kv102) or (rarely) the course website. Readings marked with an asterisk are recommended but not required, and can be resources for final research papers.

Grading is based on participation, pop-quizzes, discussion leading, one in-class midterm exam, and one final exam.

Participation: Attendance is mandatory and constitutes your participation grade. A maximum of 2 excused absences (note required).

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.

Discussion leaders: (1 turn as leader, 1 turn as media discussant). During the course, each student must prepare to lead discussion **twice during the quarter** on a given week's readings. Each class meeting will have 4 facilitators, two **discussion leaders** will read out their discussion question that connects at least two readings. Two **media facilitators** will connect something from current events to that week's readings.

Midterm Exam: Format: Two 500-word essay questions + final project proposal.

Final presentation/paper: 1500 word research essay on topic related to course material

*It is highly recommended that each student follow one science-based journal, popular journal or news feed that includes international news. *Science*, *Scientific American*, *NYT "Science" column*, *New England Journal of Medicine*, etc.

** If you wish to speak with me, I will be available before and after class, as well as in my office hours. I do not answer email except when extremely urgent.

Percentages and Grades:

20%- Participation	5% Discussion leading	5% Pop quizzes
30%- Midterm exam	40% Final paper and presentation	Pass/Fail: Passing is C

Attendance. Every unexcused absence will affect your participation grade, and two excused absences are permitted before it affects your participation grade. In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section.

Electronic Devices and Laptops. Cell phones and other electronic devices (PDA/iPod/iPad, laptops etc) may not be used for talking, texting, checking email or surfing the web. You may however use such devices to take notes in class and to search for information related to class discussion when prompted by the professor. Repeated use of electronic devices for other purposes distracts others and will negatively affect your grade.

ADA Statement. If you have a documented disability needing accommodations, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of the syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858/534/4382.

Cheating and Plagiarism. Whether intentional or inadvertent, plagiarism is a serious violation. All work submitted in this course must be your own. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. If you have questions about the proper citation of sources, please ask your Teaching Assistants. Students who plagiarize, or who cheat on an exam, will be subject to disciplinary action in accordance with University policy. Students are expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at: <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

Discussion Ethics. This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. These norms are reflected in the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

Reading and discussion Schedule:

Week 1 (1/5, 1/7): Groundwork for Historical and Social Scientific Approaches to the Intersectional Study of Science and Difference

Thur 1/7: **no class meeting**

- 1) Out of Class Assignment (see instructions on TED in "Week One" folder):
- 2) Complete Understanding Race quiz: <http://www.understandingrace.org/humvar/quiz.html>

*Recommended reading if this is your first Ethnic Studies class: 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. (TED)

Week 2 (1/12, 1/14): Genetics and the long history of biological determinism

* Facilitation sign-up

- D'Archangelis, da Costa, Phillip. "Interview with Richard Lewontin." From Tactical

Biopolitics. Pages 3-24.

- Kimberly Tallbear. "DNA, Blood and Racializing the Tribe." *Wicazo Sa Review*. 18:1. Spring 2003, pp. 81-107. (TED)
- Sandra Harding, "Postcolonial Science and Technology Studies: Are There Multiple Sciences?" pp. 130-154. (TED)

*Recommend: 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 (TED)

*Recommended: Kim Tallbear, "Introduction." *Native American DNA*.

*Recommended: 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.

* <http://www.theatlantic.com/technology/archive/2015/01/the-cultural-limitations-of-genetic-testing/384740/>

Week 3 (1/19, 1/21): Race and Labor on the Internet

- Chen, Adrian. "The Laborers Who Keep..." *Wired*. 10.23.14 (TED)
- Lisa Nakamura, Digitizing Race: Introduction + Ch. 3 "The Social Optics of Race..."
- Irani, Lilly (2015). "Difference and Dependence Among Digital Workers: The Case of Amazon Mechanical Turk," *The South Atlantic Quarterly* 114:1
- Irani, Lilly and M. Six Silberman (2013). "Turkopticon: Interrupting Worker Invisibility in Amazon Mechanical Turk," *CHI* April 27-May 22.

*in class: analysis of clips from *Minority Report*; *The Matrix*; *Sleep Dealer*

Week 4 (1/26, 1/28): Medical Research and Social Difference

- 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.
- Harriet Washington, "Caged Subjects: Research on Black Prisoners," 244-271, from *Medical Apartheid*.
- Lisa Weasel, "Laboratories Without Walls: The Science Shop as a Model..." pp. 305-320.
- "Health Hero: Organization Provides Emergency Care When Police Refuse." (TED)
- Mark Weinstein, "A Science Literacy of Love and Rage: Identifying Science Inscription in Lives of Resistance." 267-277.

Week 5 (2/2, 2/4): Robotics: Difference and Ability

- 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.
- Anne Fausto-Sterling, "The Five Sexes: Why males and females are not enough." *The Sciences* 33(2): 20-25.
- Kelly Dobson, *Machine Therapy*, (excerpts) (TED)

Screening: Her or Ex Machina
Midterm review; final proposal guidelines

Week 6 (2/9, 2/11): MIDTERM

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

Thursday 2/10: Open office hours during class to discuss individual proposals.

Week 7 (2/16, 2/18): Should Information be Free? Hacktivism, Privacy, and Intellectual Property

****Tuesday 5/12: 3 pg. final paper proposal due**

- Phillips, Kavita. (2005). "What is a Technological Author? The Pirate Function and Intellectual Property." *Postcolonial Studies*. 8:2, 199-218.
- Waldbly 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.
- <http://www.theguardian.com/commentisfree/2014/dec/18/anonymous-hacker-prison-jeremy-hammond-hacktivism>

Networking Exercise in class

Week 8 (2/23, 2/25): Reproductive Technologies: Population and Visualization

- 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.
- Harriet Washington, "The Black Stork" pp. 189-215.
- Carol Stabile. "Shooting the Mother: Fetal photography and the politics of disappearance." Pp. 171-197.

Week 9 (3/1, 3/3): Research Ethics, Access to Technology and Social Justice

Conference presentations and feedback

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

Conference presentations and feedback

Wednesday June 10th: ****Final paper due 11:00am via TED****

Majoring or Minor in Ethnic Studies at UCSD

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 have no information about the major or minor and don't 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 medicine, law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Daisy Rodriguez, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or d1rodriguez@ucsd.edu.

