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Office Hours: Wednesdays, 12:15-3:15, and by appointment

GWS 300-002/HIS 351-002
Class meets Mon/Wed 3:30-4:45 a.m.
Breckinridge Hall-Room 107

GENDER, RACE, AND SCIENCE

Fall 2015

Course Description

Long fascinated with differences between human beings, scientists have had a crucial role in the construction of race, gender, and sexuality. Scientists have continually driven or challenged cultural understandings of these categories, but scientific inquiry has similarly been shaped by the scientists' existing ideas about human difference, capacities, and power. Moreover, scientists have never worked in isolation or without contestation. The individuals or groups under scrutiny have by turns internalized or actively challenged scientific categorization, resisted medical control, or demanded treatment. In other words, scientific inquiry—and its reception in the wider society—is a product of its specific historical and cultural context. For that reason, while focusing somewhat on the United States, this course is transnational and trans-historical in scope, prioritizing comparison and selective case studies over comprehensive study of a specific time or place. In addition, this course will explore several themes throughout the semester, including: the body and scientific interpretations of anatomy; the creation and maintenance of scientific authority; medical and pathological models of human variation; “nature versus nurture” debates; reproductive health and sexual control; illness and debility; gender, race, and the politics of disease; and health disparities and health activism.

Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Develop an understanding of current issues in the history of science and medicine, how and why scientific knowledge is produced, and the dynamic relationship between science and its (raced and sexed) subjects.
- Analyze primary sources and formulate critical questions about their historical context and implications
- Build skills in developing and defending a scholarly argument, in both oral and written communication
- Learn the conventions of scholarly writing employing primary and secondary evidence

Required texts:

- ⇒ Londa Schiebinger, *Nature's Body: Gender in the Making of Modern Science* (Rutgers University Press, 1993); ISBN: 081353531X
- ⇒ Melissa Stein, *Measuring Manhood: Race and the Science of Masculinity, 1830-1934* (University of Minnesota Press, 2015); ISBN: 0816673039
- ⇒ Anne Fadiman, *The Spirit Catches You and You Fall Down* (Farrar, Straus and Giroux, 2012); ISBN: 0374533407
- ⇒ Wendy Kline, *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom* (University of California Press, 2005); ISBN: 0520246748
- ⇒ Keith Wailoo, *How Cancer Crossed the Color Line* (Oxford University Press, 2011); ISBN: 0195170172
- ⇒ Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (Broadway, 2011); ISBN: 1400052181

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Blackboard and designated by “BB” on the course schedule below.

Readings:

The readings required in this course average **between 120 and 150 pages a week**, with less reading assigned on the days when there is a paper is due. Students are expected to do all the reading, and to be prepared to discuss the readings in class (please bring your readings to class).

Communication with Professor:

My preferred method of contact is email (melissa.stein@uky.edu). I make every effort to reply in a timely manner, and during the week, I will respond to your message within 24 hours at the most (though usually less). I am not generally on email during the weekend, and will respond to any messages I receive then on Monday. So do plan accordingly and avoid waiting until the last minute before an assignment is due to email me urgent questions, since you may not receive an immediate response.

Announcements:

I will occasionally communicate important information about upcoming projects or class concerns through the Announcements feature in Blackboard. Such announcements will show up when you log in to Blackboard and be sent directly to your email; please make sure you have your preferred email address set up with Blackboard and check it regularly. *Please note, this syllabus, along with course assignments and due dates, is subject to change.* It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements and email.

Attendance Policy:

In order for a discussion-intensive course to work, everyone’s presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than two unexcused absences will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as a double absence. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Classroom Behavior, Decorum and Civility:

In course of this nature, students will not always agree on the issues discussed in class. Such debate is encouraged; it makes discussion more engaging when a range of perspectives is represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to “silent” prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

Plagiarism and Academic Dishonesty:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully

acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note. Any assignment you turn in may be submitted to an electronic database to check for plagiarism. In addition, I will report all cases of plagiarism, regardless of degree, to the University, which may result in additional disciplinary action. If you are still unsure about what constitutes plagiarism or how to avoid it, please feel free to ask me for further guidance if needed.

Disability Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science, Suite 407; phone: 257-2754; Director: David Beach, dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

Submission of Assignments:

Any assignment turned in after the deadline without prior permission from me will be graded down a full grade, and I will not accept any such assignment more than a week late. Unless otherwise noted, all written assignments will be turned in through Blackboard--let's all do our part to save some trees this semester!

Midterm grades:

Mid-term grades will be posted in myUK by **October 23rd** and will be based on performance in the course up to that point (including class participation, response papers, and the first paper). There is no midterm exam or final exam in this course, though the second longer paper will be due during finals week.

Grading system:

In a 300 level course, grading standards are high and grades are calculated mathematically on percentage scale (each assignment, described further below, is worth a percentage of 100 possible points total).

Letter grades for the semester are awarded according to the following standards:

A (4.0):	90% - 100% - outstanding work that far exceeds basic requirements
B (3.0):	80% - 89% - work that significantly exceeds basic requirements
C (2.0):	70% - 79% - work that satisfies course requirements in all respects
D (1.0):	60% - 69% - substandard work
E (0.0):	below 60% - performance that fails to meet course requirements

Please note that consistent improvement over the course of the semester can have a noticeable impact on your grade. For example, your second paper is weighted significantly higher than the first in order to mathematically reward improvement for those students who incorporate the feedback they received on their first papers toward the writing, organization, and argumentation of their later work.

Assignments/Grading (All assignments must be completed to pass the course):

Class Participation:	15%
Facilitating Class Discussion:	10%
Response Papers:	21%
Paper 1:	15%
Paper 2:	25%
Current Events Research/Presentation:	14%

Class Participation: Your undivided attention during lectures and films, preparedness for class (i.e. bringing assigned readings, keeping up with the reading assignments, etc), and active participation in class discussions will determine your class participation grade.

Facilitating Class Discussion: At the beginning of the course, each student will sign up for a class session for which they will assist in facilitating discussion. Facilitators are not responsible for moderating the entire class session, but rather for getting discussion started with three (3) open-ended questions, prepared prior to class. Facilitators may write these questions on the board if they wish, but should also **submit a copy of their questions on Blackboard by noon on the day they're facilitating.**

Response Papers: Students will turn in 1-2 page response papers through Blackboard by the beginning of class on days designated "DISCUSSION." Informal written assignments, your comments summarize and discuss the assigned reading. These comments should first show that you have done ALL the readings for that class session, and should discuss an aspect you found particularly interesting or problematic. I will collect response papers 10 times during the semester. However, you only need to turn in **7 response papers** (i.e. you can skip turning in response papers on three designated "DISCUSSION" days of your choosing). Your comments will be graded with a 2 (if completed and focused on the readings), a 3 (if particularly well done) or 1 (if barely passable). You will receive an "E" for the "Response Paper" portion of your grade if you turn in less than the required seven comments. Late comments will not be accepted (except in the case of excused absences) and you may not turn in additional papers (more than seven) for "extra credit." There will be seven spaces on Blackboard set up for you to turn in the seven responses of your choosing; this will also help you keep track of how many you've turned in so far. Please note that the response papers are designed to ensure you are keeping up with and understanding the readings, and they are a relatively simple way to pull up your grade if needed.

Papers: In addition to the informal response papers, students must complete two longer papers, each of 5-6 pages in length. The papers will be based on the course readings and will not require additional research. You may consult outside readings in preparing the papers if you wish to do so, provided they are cited in full. Papers submitted late, without consulting the professor in the case of potentially excused lateness, will be marked down one letter grade; no assignment will be accepted more than one week past the due date without prior permission from the professor. The first paper will be **due** by the start of class on **Wednesday, October 14**; the second is due by 5:00 p.m. on **Wednesday, December 16** (both papers will be submitted through Blackboard, as .doc, .docx, or .pdf files).

Current Events Research and Informal Presentation: Throughout the semester, students will peruse news media for current stories relating to science and gender, race, or sexuality. News magazines, popular science periodicals, newspapers, and online news sources (NYT online, CNN.com, HuffPost, etc.) are

all acceptable sources. On **November 18**, each student will turn in to the professor a copy of the story they found (a photocopy, newspaper clipping, printout, or in the case of a video story, indicate the URL where it may be viewed), followed by a short commentary (one typed page) that summarizes the story, how it relates to the themes of the course, and your analysis of why it is important or noteworthy. Like the other assignments, your one-page commentary will be turned in through Blackboard; however, if you have a physical copy of the original story (a newspaper clipping, a photocopy of a magazine article, etc) and don't have access to a scanner, you may bring that to class. Students will informally present and discuss their stories on the last day of class, **December 9**. This "presentation" will not require any additional preparation beyond the material you turned in to the professor previously; you will simply discuss with the other members of the class the key points in your write-up.

WEEK ONE

Wednesday, August 26—Introduction

WEEK TWO

Monday, August 31—Issues in Gender, Race, & Science

Readings: Anne Fausto-Sterling, "The Myth of Neutrality: Race, Sex, and Class in Science," *Radical Teacher* 19 (1981) BB ****Discussion****

Wednesday, September 2—The Dawn of Modern Science

Readings: Londa Schiebinger, *Nature's Body: Gender in the Making of Modern Science*, p1-74

WEEK THREE

Monday, September 7—NO CLASS (Labor Day)

Wednesday, September 9—Modern Science

Readings: Finish Schiebinger, *Nature's Body*, p75-212 ****Discussion****

WEEK FOUR

Monday, September 14—Anatomy is Destiny?

Readings: Thomas Laqueur, "Introduction—Of Language and the Flesh," in *Making Sex: Body and Gender From the Greeks to Freud*, p1-24 BB; Adele Clark and Lisa Moore, "Clitoral conventions and transgressions: graphic representations in anatomy texts, c1900-1991," *Feminist Studies* (1995) BB

Wednesday, September 16—Making Sex

Readings: Alice Domurat Dreger, "Doubtful Sex: The Fate of the Hermaphrodite in Victorian Medicine," *Victorian Studies*, 38:3 (1995), pp. 335-369 BB

WEEK FIVE

Monday, September 21—One Sex, Two Sex(es), Five Sex(es), More?

Readings: Anne Fausto-Sterling, “The Five Sexes Revisited” BB ****Discussion****

Wednesday, September 23—The Female Sex & Sexuality in Victorian Medicine

Readings: Elizabeth Sheehan, “Victorian Clitoridectomy: Isaac Baker Brown and His Harmless Operative Procedure,” in *The Gender/Sexuality Reader* (1997) BB; Laura Briggs, “The Race of Hysteria: ‘Overcivilization’ and the ‘Savage’ Woman in Late Nineteenth-Century Obstetrics and Gynecology,” *American Quarterly* 52 (June 2000) BB

WEEK SIX

Monday, September 28—Women, Hypersexuality, and Scientific Authority

Readings: Elizabeth Lunbeck, “A New Generation of Women: Progressive Psychiatrists and the Hypersexual Female,” *Feminist Studies* 13 (1987) BB ***Discussion***

Wednesday, September 30—Gender and the Rise of Scientific Racism

Readings: Stein, *Measuring Manhood*, p1-88

*In-class film: *Race: The Power of an Illusion, Part II—The Story We Tell* (56 mins)

WEEK SEVEN

Monday, October 5—The Science of Citizenship

Readings: Stein, *Measuring Manhood*, p89-168

*In-class guest presentation (Anna Casserly)

Wednesday, October 7—Race and the Birth of Sexology

Readings: Stein, *Measuring Manhood*, p169-216

WEEK EIGHT

Monday, October 12—Racial Science and Racial Violence

Readings: Finish Stein, *Measuring Manhood*, p217-284 ****Discussion****

Wednesday, October 14—Challenging Race as a Biological Category

Readings: None.

*In-class film: *Race: The Power of an Illusion, Part I—The Difference Between Us* (56 mins)

*****FIRST PAPER DUE IN CLASS*****

WEEK NINE

Monday, October 19—Racial Science, Sexual Science: Eugenics in America

Readings: Begin Wendy Kline, *Building a Better Race*

*In-class film: *The Lynchburg Story: Eugenic Sterilization in America* (55 mins)

Wednesday, October 21—Eugenics and Reproductive Control

Readings: Finish Kline, Kline, *Building a Better Race* ****Discussion****

WEEK TEN

Monday, October 26—Birth Control, Population Control

Readings: Dorothy Roberts, “The Dark Side of Birth Control” (p56-103) and “From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control” (p104-149) in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Vintage, 1998) BB

Wednesday, October 28—The Sexual Revolution and the Pill

Readings: Begin readings due on Monday, November 2

*In-class film: *The Pill* (60 mins)

WEEK ELEVEN

Monday, November 2—A New Era in Sexual Science: Kinsey and His Influence

Readings: Vern Bullough, “Alfred Kinsey and the Kinsey Report: Historical overview and lasting contributions,” *Journal of Sex Research* 35:2 (1998) BB; Joanne Meyerowitz, “Sex Research at the Borders of Gender: Transvestites, Transsexuals, & Alfred Kinsey,” *Bulletin of the History of Medicine* (2001) BB

Wednesday, November 4—The “Gay Gene” and Emancipatory Science

Readings: Garland Allen, “The Double-Edged Sword of Genetic Determinism: Social and Political Agendas of Genetic Studies of Homosexuality, 1940-1994” in *Science and Homosexualities*, p242-270 BB ****Discussion****

WEEK TWELVE

Monday, November 9—“Patient” Activism and Emancipation *from* Science

Readings: Ronald Bayer, “Chapter Four—Homosexuality and the American Psychiatric Association,” in *Homosexuality and American Psychiatry: The Politics of Diagnosis*, p67-154 BB; Cheryl Chase, “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism” in *GLQ* (1998) BB

Wednesday, November 11—The Race and Gender of Disease

Readings: Keith Wailoo, *How Cancer Crossed the Color Line*, p1-91

WEEK THIRTEEN

Monday, November 16—Health and Body Politics

Readings: Keith Wailoo, *How Cancer Crossed the Color Line*, p92-184 ****Discussion****

Wednesday, November 18—Health Disparities in America

Readings: Begin Rebecca Skloot, *The Immortal Life of Henrietta Lacks*

CURRENT EVENT PROJECT SUMMARY DUE

WEEK FOURTEEN

Monday, November 23—Race and Medical Ethics

Readings: Finish Skloot, *The Immortal Life of Henrietta Lacks* ****Discussion****

Wednesday, November 25—NO CLASS (Thanksgiving)

WEEK FIFTEEN

Monday, November 30—Lost in Translation

Readings: Anne Fadiman, *The Spirit Catches You and You Fall Down*, pages vii-209

Wednesday, December 2—The Politics of Care

Readings: Fadiman, *The Spirit Catches You and You Fall Down*, p210-290 ****Discussion****

WEEK SIXTEEN

Monday, December 7—Gender, Race, and Science in the New Millennium

Readings: Dorothy Roberts, “Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?,” *Signs* 34 (2009), pp783-804 BB; Evelyn Hammonds, “Straw Men and Their Followers: The Return of Biological Race” from *Is Race Real?* web forum (<http://raceandgenomics.ssrc.org/>)

Wednesday, December 9—Current Events in Science & Medicine

Readings: None.

*In-class discussion of current events research & course wrap-up

SECOND PAPER DUE BY 5:00 P.M. WEDNESDAY, DECEMBER 16th

Have a great break!