

# WST 3610

## RACE, GENDER, AND SCIENCE

<b>INSTRUCTOR</b>	Dr. Hina Shaikh
<b>EMAIL</b>	<a href="mailto:hshaikh@ufl.edu">hshaikh@ufl.edu</a>
<b>SEMESTER</b>	SPRING 2022
<b>CLASS LOCATION/TIMES</b>	<p style="text-align: center;"><b>TUESDAYS</b></p> <p><b>Room:</b> LIT 0201 <b>Time:</b> Period 7 (1:55 – 2:45pm)</p> <p style="text-align: center;"><b>THURSDAYS</b></p> <p><b>Room:</b> CSE E222 <b>Time:</b> Period 7-8 (1:55 – 3:50pm)</p>
<b>IN-PERSON OFFICE HOURS</b>  Please use <a href="https://hinas.youcanbook.me">hinas.youcanbook.me</a> to schedule office hours	<b>Room:</b> UST122 <b>Time:</b> Wednesdays 11:00am – 12:30pm
<b>VIRTUAL OFFICE HOURS ZOOM LINK</b>	
<b>TEACHING ASSISTANT INFORMATION</b>	
<b>TEACHING ASSISTANT</b>	Elizabeth Holden <a href="mailto:elizabeth.holden@ufl.edu">elizabeth.holden@ufl.edu</a>
<b>TEACHING ASSISTANT VIRTUAL OFFICE HOURS</b>	<b>Zoom Room:</b> <b>Time:</b> Thursdays 12:00pm – 1:00pm

### LAND ACKNOWLEDGEMENT

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future land rights of Indigenous peoples (originally crafted by UF Libraries/edited slightly by me).

### COURSE DESCRIPTION

This course focuses on the interrelationships between gender, race, and science. Science provides a way for us to understand the world around us. It shapes society through its claim to authoritative knowledge. The projection of objectivity in Eurocentric science creates, sustains, and overturns gendered and racialized social inequalities. Yet science,

gender and race each bear the marks of human construction. The origins and uses of gender, race, and science as categories of analysis are layered, complex, and malleable. In this course, we center the communities who have been historically the racialized scientific objects fueling the so-called neutrality of science.

## COURSE GOALS

- Identify key arguments, theories, and debates of feminist science and technology studies
- Apply a feminist science and technology studies framework to analyze medical/scientific tools and equipment
- Explain how the history of science always intersects with power as well as race, gender, and other intersections of identity
- Learn how communities of color have always resisted harmful scientific practices while simultaneously creating different ways to practice science

## REQUIRED TEXTBOOKS

Roberts, Dorothy. 2000. Killing the Black Body. New York, NY: Vintage Books.

## COURSE ASSIGNMENTS

### WEEKLY DISCUSSION ASSIGNMENTS

**(10 points per assignment, 30% of final grade)**

Every Thursday (except for the first week), we will complete an assignment during class. If you miss either Tuesday or Thursday of the week this assignment is due without previously communicating, we will subtract 5 points from the assignment per unexcused absence.

### TAKE HOME EXAM 1

**(100 points possible, 35% of the final grade):**

Take Home Exam 1 will be distributed on Thursday, February 24th and due one week later Thursday, March 3rd. It will cover the material from the first part of the course. Further information will be provided in class.

### TAKE HOME EXAM 2

**(100 points possible, 35% of the final grade):**

Take home exam 2 will be distributed on Tuesday, April 19th and due about one week later Wednesday, April 27th at 12pm. It will cover the material from the first and second part of the course. Further information will be provided in class.

## WEEKLY COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS

**Week 1: Thursday, January 6<sup>th</sup>**

Topic: Introductions; Reviewing Syllabus

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**Week 2: Tuesday, January 11<sup>th</sup> and Thursday, January 13<sup>th</sup>**

Topic: Objectivity, Reason, and Epistemology

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 3: Tuesday, January 18<sup>th</sup> and Thursday, January 20<sup>th</sup>**

Topic: Objectivity, Reason, and Epistemology

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 4: Tuesday, January 25<sup>th</sup> and Thursday, January 27<sup>th</sup>**

Topic: Objectivity, Reason, and Epistemology

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 5: Tuesday, February 1<sup>st</sup> and Thursday, February 3<sup>rd</sup>**

Topic: Anxious slippages between us and them: Taxonomies, Classifications, and Difference

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 6: Tuesday, February 8<sup>th</sup> and Thursday, February 10<sup>th</sup>**

Topic: Anxious slippages between us and them: Taxonomies, Classifications, and Difference

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 7: Tuesday, February 15<sup>th</sup> and Thursday, February 17<sup>th</sup>**

Topic: Eugenics, Social Darwinism, and Evolutionary Theories

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 8: Tuesday, February 22<sup>nd</sup> and Thursday, February 24<sup>th</sup>**

Topic: Eugenics, Social Darwinism, and Evolutionary Theories

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

**TAKE-HOME EXAM 1 DISTRIBUTED THURSDAY**

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**Week 9: Tuesday, March 1<sup>st</sup> and Thursday, March 3<sup>rd</sup>**

Topic: Race, Gender, and Reproductive Justice

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

**TAKE-HOME EXAM 1 DUE THURSDAY**

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**MARCH 5-13 SPRING BREAK**

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**Week 10: Tuesday, March 15<sup>th</sup> and Thursday, March 17<sup>th</sup>**

Topic: Race, Gender, and Reproductive Justice

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 11: Tuesday, March 22<sup>nd</sup> and Thursday, March 24<sup>th</sup>**

Topic: Racialized and Gendered Social Life of DNA

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 12: Tuesday, March 29<sup>th</sup> and Thursday, March 31<sup>st</sup>**

Topic: Racialized and Gendered Social Life of DNA

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 13: Tuesday, April 5<sup>th</sup> and Thursday, April 7<sup>th</sup>**

Topic: Race, Outer Space, and Gender

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 14: Tuesday, April 12<sup>th</sup> and Thursday, April 14<sup>th</sup>**

Topic: Ecologies, Cosmologies, and Indigeneity

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

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**Week 15: Tuesday, April 19<sup>th</sup>**

Topic: Monsters, Parallel Universes, and the Future

**TAKE-HOME EXAM 2 DISTRIBUTED TUESDAY AND DUE APRIL 27<sup>TH</sup> 12PM**

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**GRADE POLICY AND BREAKDOWN**

Assignment	Percentage of Grade
In-Class Discussion Assignments	30%
Take Home Exam 1	35%
Take Home Exam 2	35%

A	94 - 100
A -	90 - 93
B +	87 - 89
B	83 - 86
B -	80 - 82
C +	77 - 79
C	73 - 76
C -	70 - 72
D +	67 - 69
D	63 - 66
D -	60 - 62
F	59 and below

## ATTENDANCE POLICY, CLASS EXPECTATIONS, AND MAKE-UP POLICY

### ATTENDANCE

Attendance for this course is required. Please inform me advance if you anticipate an absence. Should you fall ill or experience something else that results in an absence, please just communicate this to me. I am more than happy to meet with you outside of class time to discuss what you missed and support you in any way I can with regards to finishing the assignments etc.

### MAKE-UP POLICY

You have one week to complete the assignment and submit it to me via email. If it is a missed exam, you have one week from the time you pick up the exam. Since the final exam includes rewriting parts of your mid-term exam, I strongly encourage you to complete your mid-term by March 24<sup>th</sup>.

### CLASS EXPECTATIONS

- **No Blame:** We agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- **Respect:** We agree to listen respectfully to each other without interruptions. Only one person speaks at a time.
- **Individual Experience:** We agree that no one should be required or expected to speak for their whole race or gender. We can't, even if we wanted to.
- **Trust:** We will trust that people are always doing the best they can. Everyone has come to the table to learn, grow, and share.
- **Share the Air:** Share responsibility for including all voices in the discussion. If you have a tendency to dominate discussions, take a step back and help the group invite others to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you.
- **Not Experts:** The facilitators are not experts. They are here to help facilitate the process.

- **Ask for help:** It's okay not to know. Keep in mind that we are all still learning and are bound to make mistakes when approaching a complex task or exploring new ideas. Be open to changing your mind, and make space for others to do so as well.

*(excerpted from Iowa State University Libraries)*

### **CONSIDER ADDING A (SECOND) MAJOR IN WOMEN'S STUDIES!**

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact the Center undergraduate coordinator to make an appointment to discuss adding the major.

### **ACCOMMODATIONS:**

If you would prefer to be called by a different name and/or gender pronoun than what appears on the enrollment record, please let me know and I'll be happy to oblige.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact the DRC for further information:

PHONE: 352.392.8565

### **FOOD INSECURITY AT UF:**

A person experiences food insecurity when they are unable to access healthy, nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include: hunger causing distraction while studying or in class, choosing to avoid exercise due to personally inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen.

The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. We are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. We do not ask for verification of need - we only ask that you bring your Gator 1 card.

Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. We are currently limited to our COVID-19 operations due to staff shortages. We are working to achieve enough staff so that we may return to our normal operations.

Visit this website for more information: <https://pantry.fieldandfork.ufl.edu/about/>

## **COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

## **TITLE IX AND GENDER EQUITY**

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

## **RECORDING OF CLASS LECTURES**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or

appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

## UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

## CAMPUS RESOURCES

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

**Alachua County Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24 hour helpline)



## Academic Resources

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.  
<https://career.ufl.edu/>

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.  
<https://cms.uflib.ufl.edu/ask>

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

**General study skills and tutoring.** <https://teachingcenter.ufl.edu/>