

WST 3610

RACE, GENDER, AND SCIENCE

INSTRUCTOR	Dr. Hina Shaikh
EMAIL	hshaikh@ufl.edu
SEMESTER	SPRING 2023
CLASS LOCATION/TIMES	<p style="text-align: center;">TUESDAYS</p> <p>Room: FLG 0280 Time: Period 4 (10:40am – 11:30am)</p> <p style="text-align: center;">THURSDAYS</p> <p>Room: AND 0134 Time: Period 4-5 (10:40am – 12:35pm)</p>
IN-PERSON OFFICE HOURS <div style="background-color: yellow; padding: 2px;">Please use hinas.youcanbook.me to schedule office hours</div>	Room: Ustler Hall 212 Time: Thursdays (1:00pm – 2:30pm) and by appointment
GRADUATE TEACHING ASSISTANT INFORMATION	
TEACHING ASSISTANT	Hannah Lazar hannah.lazar@ufl.edu
TEACHING ASSISTANT VIRTUAL OFFICE HOURS	By appointment
UNDERGRADUATE TEACHING ASSISTANT INFORMATION	
TEACHING ASSISTANT	Alyssa Tephford atephford@ufl.edu

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 E., 1956-. Fatal Invention : How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century. New York :New Press, 2011.

Cipolla Cyd Kristina Gupta David A Rubin and Angela Willey. 2017. Feminist Science Studies : A Reader. Seattle: University of Washington Press.

COURSE ASSIGNMENTS

WEEKLY DISCUSSION ASSIGNMENTS

(10 points per assignment, 20% of final grade)

Every Thursday (except for the first week), we will complete an assignment during class. If you are not present in-person for Thursday's assignment, we will subtract 5 points from the assignment for an unexcused absence.

TAKE HOME EXAM 1

(100 points possible, 30% 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, including material discussed in-class. Further information will be provided in class.

TAKE HOME EXAM 2

(100 points possible, 30% of the final grade):

Take home exam 2 will be distributed on Tuesday, April 25th and due on the final exam date by midnight. 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: Tuesday, January 10th and Thursday, January 12th

Topic: Introductions; Reviewing Syllabus; Objectivity, Reason, and Epistemology

Week 2: Tuesday, January 17th and Thursday, January 19th

Topic: Objectivity, Reason, and Epistemology

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 3: Tuesday, January 24th and Thursday, January 26th

Topic: Objectivity, Reason, and Epistemology

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 4: Tuesday, January 31st and Thursday, February 2nd

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

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 5: Tuesday, February 7th and Thursday, February 9th

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

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 6: Tuesday, February 14th and Thursday, February 16th

Topic: Eugenics, Empire, and Evolutionary Theories

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 7: Tuesday, February 21st and Thursday, February 23rd

Topic: Eugenics, Empire, and Evolutionary Theories

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 8: Tuesday, February 28th and Thursday, March 2nd

Topic: Race, Gender, and Reproductive Justice

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

TAKE-HOME EXAM 1 DISTRIBUTED THURSDAY

Week 9: Tuesday, March 7th and Thursday, March 9th

Topic: Race, Gender, and Reproductive Justice

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

TAKE-HOME EXAM 1 DUE MARCH 10TH BY MIDNIGHT

MARCH 13-17 SPRING BREAK

Week 10: Tuesday, March 21st and Thursday, March 23rd

Topic: Racialized and Gendered Social Life of DNA

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 11: Tuesday, March 28th and Thursday, March 30th

Topic: Racialized and Gendered Social Life of DNA

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 12: Tuesday, April 4th and Thursday, April 6th

Topic: Race, Outer Space, and Gender

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 13: Tuesday, April 11th and Thursday, April 13th

Topic: Ecologies, Cosmologies, and Indigeneity

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 14: Tuesday, April 18th and Thursday, April 20th

Topic: Monsters, Parallel Universes, and the Future

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT
ON THURSDAY

Week 15: Tuesday, April 25th

Topic: Monsters, Parallel Universes, and the Future

TAKE-HOME EXAM 2 DISTRIBUTED TUESDAY AND DUE MAY 4TH BEFORE MIDNIGHT

GRADE POLICY AND BREAKDOWN

Assignment	Percentage of Grade
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In-Class Discussion Assignments	20%
Take Home Exam 1	30%
Take Home Exam 2	30%
Participation	20%

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.

PARTICIPATION

Participation is necessary to be successful in this course. You may participate in a variety of ways that are not limited to speaking out in class. These other forms of participation include writing your comments on readings beforehand and emailing them to me, actively participating within your group (if there is a group assignment) on Thursdays, actively listening to your classmates during class discussions, and/or creating another way to participate and communicating it to me/the T.A.s how you will fulfill this requirement.

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 24th.

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.aa.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.aa.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 genderbased 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/) 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 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.

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/>