

**“Gender, Race, and Science”**  
Women’s Studies: WST 3610  
Spring 2019

Tues. 1:55-2:46 pm (period 7) & Thurs. 1:55-3:50 pm (periods 7-8)  
Main classroom: Florida Gym 285\*

**\*Note:** Class meets every other Thursday in Special & Area Studies Collections on the 2<sup>nd</sup> Floor of Smathers Library (East), Judaica Suite

Instructor: E. Haven Hawley (Dr., she/her)

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Office hours: 3-4:30 pm Tuesdays; 11 am-12 pm Thursdays; and by appointment

Communication:

E-mail – Contact the instructor at [ehh@ufl.edu](mailto:ehh@ufl.edu), placing “WST3610” at the start of the subject line for every e-mail. Expect responses within 24 hours weekdays, 48 hours weekends/holidays. Do keep correspondence professional, courteous and cordial. Your relationship with the instructor and colleagues should help you practice professional relations in academia. Please check your e-mail regularly and read messages carefully before responding. One e-mail with several questions is easier to manage than several e-mails with one question.

Canvas – For announcements, updates on assignments or changes to office hours. Do regularly check for communications about the course. The syllabus will be posted to Canvas, and Canvas is the major way to make sure you have the correct assignments and dates for class.

Office Hours – My office and class sessions held in the Judaica Suite of Smathers Library are entered through the Grand Reading Room on the second floor of Smathers Library (which is next to Library West and sometimes called “Library East”). The Grand Reading Room is a secure area, so buzz for entrance and check in with public services desk personnel. If my office hours do not work for you, please set up a different time, preferably on a Friday. *Unfortunately, walk-in meetings are not possible due to the type of work I do when not teaching.*

Course Description:

This course focuses on the changing ideas about, interrelationships of and practices of gender, race, and science. Science provides a way for humans to understand and communicate about the world around us. It shapes society through its claim to authoritative knowledge, created in specific ways. The projection of objectivity in Eurocentric science has provided important support in creating, sustaining and overturning gendered and racialized social inequalities since the early modern era. Yet science, gender and race each bear the marks of human construction, the specific contexts in which they have conceptually arisen and been practiced. The origins and uses of gender, race and science as categories of analysis are layered, complex, and malleable.

Rather than causing us to reject notions of objectivity, analyzing science as a human endeavor can reassure us that a more inclusive and objective way of knowing the world is possible.

Students will learn, critique and practice scholarly approaches for constructing knowledge about science, gender, and race. Pre-class preparation is crucial and required for in-class discussions and activities, which are a major avenue for learning. Pre-class preparations expose students to a variety of disciplines, methods and approaches for studying science: biographical novels, scholarly articles, documentary and news videos or podcasts, and thought pieces. Film documentaries, academic websites, research materials in special collections, and museum activities also provide content, with short topical lectures in class. At least half of each class is discussion or in-class activity, with a number of specialist guests contributing to relevant sessions. Special collections materials from the George A. Smathers Libraries will be used extensively (with one meeting every two weeks in the Special and Area Studies Collections); 50-word summaries are a very useful method for organizing notes and are directly applicable to a student's exam preparation.

#### Course Objectives:

By the end of the semester, students will be able to:

- Articulate, explain and contextually use key terms and concepts related to gender, race, and science
- Critically examine how culturally-situated knowledge is created, validated, and reproduced
- Identify, contrast and apply distinct scholarly approaches and methodologies
- Understand how formal and informal practices shape professional participation and outcomes for individuals in science, as well as the boundaries of science itself
- Competently engage in scholarly analysis and thoughtful exchanges that model professional, collegial, respectful, and inclusive oral and written communication

Course Pre-Requisites and Materials/Supply Fees: None

#### Required Textbooks:

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Portland, OR: Broadway Books, 2011. ISBN: 9781400052189.

Todd, Kim. *Chrysalis: Maria Sibylla Merian and the Secrets of Metamorphosis*. Boston: Houghton Mifflin Harcourt, 2007. ISBN: 0156032996.

Please gain access to these two books (other ISBNs of same title are fine). You will have UF student access to other readings, films, and media through Canvas, the UF Libraries, or online sources. The instructor will suggest materials specific to your chosen project/presentation topics.

## Course Schedule:

Pre-class preparations students need to complete are marked “→”. Submit assignments to Canvas by noon on relevant dates. Please note that these readings and assigned media are subject to minor modifications, but any changed material will be noted on Canvas at least one week prior to expected completion. **Important:** The class meets in Florida Gym 285 on most dates but every other week at **Smathers Library (East)** or **Florida Museum of Natural History**.

Date	Location	Topic & Pre-Class Prep for that Session
Jan. 8 (T)	FL Gym 285	Introduction to WST 3610
Jan. 10 (R)	FL Gym 285	Science and Feminism → Haraway, “Situated Knowledges,” 175-191 → Todd, <i>Chrysalis</i> , 275-282, then from page 1 onward.... In Class: Library Research (w/ Colleen Seale)
Jan. 15 (T)	FL Gym 285	Classification → Fausto-Sterling, <i>Sex/Gender</i> , 1-11 → Brace, “The Perception of Human Differences in the Past,” 17-36
Jan. 17 (R)	<b>Smathers Lib (East)</b>	The Body (w/ Nina Stoyan-Rosenzweig) → David S. Jones, “500 Years of Human Dissection,” mins. 1-29 & 50-108, <a href="https://www.youtube.com/watch?v=R1HoeKDPO6Q">https://www.youtube.com/watch?v=R1HoeKDPO6Q</a> → Schiebinger, “Skeletons in the Closet,” 42-82 <b>Project/Presentation #1 assigned</b>
Jan. 22 (T)	FL Gym 285	Women in Science: Guest Speaker Dava Newman, Apollo Program Professor of Astronautics, MIT (PBK Visiting Scholar) → Keller, “The Anomaly of a Woman in Physics,” 9-16 and Sands, “Never Meant to Survive,” 17-25 → Götschel, “The Entanglement of Gender and Physics,” 66-80
Jan. 24 (R)	FL Gym 285	Age of Exploration (w/ Margarita Vargas-Betancourt) → Vargas-Betancourt, “The Analysis of the Representation of Spaniards,” 1-29, <a href="http://ufdc.ufl.edu/IR00010692/00001">http://ufdc.ufl.edu/IR00010692/00001</a> → León-Portilla, “Postscript,” 183-192, <a href="https://www.fulcrum.org/heb">https://www.fulcrum.org/heb</a> (search for Leon-Portilla)
Jan. 29 (T)	FL Gym 285	Vernacular Knowledge, Uncertain Categories → Wood, “Black Pioneers,” 95-130, <a href="https://www.fulcrum.org/heb">https://www.fulcrum.org/heb</a> (search for Wood)
Jan. 31 (R)	<b>Smathers Lib (East)</b>	Cartography & Representation (w/ Carol McAuliffe) → <i>Chrysalis</i> background: “1676 – Van Leeuwenhoek’s Microscope,” 31 mins. <a href="https://ufl.kanopy.com/video/1676-van-leeuwenhoek-s-microscope">https://ufl.kanopy.com/video/1676-van-leeuwenhoek-s-microscope</a>
Feb. 5 (T)	FL Gym 285	Nature & Science → Warren, “The Legacy of Carolyn Merchant’s <i>The Death of Nature</i> ,” 186-188 → Worthy, “ <i>The Death of Nature</i> or Divorce from Nature?” 40-58

Feb. 7 (R)	<b>FLMNH</b>	Butterfly Garden at the Florida Museum of Natural History. Note: Guest instructor at FLMNH during class period. Free admission to UF students; <b>transit on your own.</b>
Feb. 12 (T)	FL Gym 285	Ways of Seeing (w/ Vivian Ezeh) TBD
Feb. 14 (R)	<b>Smathers Lib (East)</b>	<b>Presentation/Project #1 due</b> Book Club: <i>Chrysalis</i> Discussion → Todd, <i>Chrysalis</i> , book completed
Feb. 19 (T)	FL Gym 285	<b>MIDTERM EXAM</b>
Feb. 21 (R)	FL Gym 285	Race & Women's Bodies → Gilman, "Black Bodies, White Bodies," 204-242 → Magubane, "Which Bodies Matter?" 816-834 <b>Presentation/Project #2 assigned</b>
Feb. 26 (T)	FL Gym 285	Evolution & Darwinism → Hamlin, "The 'Case of a Bearded Woman'," 955-981
Feb. 28 (R)	<b>Smathers Lib (East)</b>	Pseudoscience → "Victorian Pseudosciences: Brain Personality Maps," 5 mins., <a href="https://www.youtube.com/watch?v=iBv1wKinQXw">https://www.youtube.com/watch?v=iBv1wKinQXw</a> → Skloot, <i>The Immortal Life of Henrietta Lacks</i> , 314-345 & 1 onward
March 5/7	NO CLASS	SPRING BREAK
March 12 (T)	FL Gym 285	Educating & Funding Scientists → Rossiter, "Women's Colleges: The Entering Wedge," 1-28 → Manning, "Ernest Everett Just," 228-238
March 14 (R)	<b>Smathers Lib (East)</b>	Teaching Science and Culture to Children (w/ Suzan Alteri) → Review "Guiding Science" resources at <a href="http://cms.uflib.ufl.edu/guidingscience/bibliography">http://cms.uflib.ufl.edu/guidingscience/bibliography</a> → Skloot, <i>Immortal Life of Henrietta Lacks</i> , xiii-86
March 19 (T)	FL Gym 285	Anthropology and Cultural Relativism (w/ Florence Turcotte) → Selected reading: Franz Boas, Margaret Mead & Zora Neale Hurston (TBD)
March 21 (R)	FL Gym 285	Social Darwinism & Eugenics (with Nina Stoyan-Rosenzweig) → "The Eugenics Crusade," 8 mins., <a href="https://www.youtube.com/watch?v=5JcYEXeK0g8">https://www.youtube.com/watch?v=5JcYEXeK0g8</a> → "What is to be Done?" 101-117 → "The State of Eugenics," 56 mins., at <a href="https://ufl.kanopy.com/video/state-eugenics">https://ufl.kanopy.com/video/state-eugenics</a>
March 26 (T)	FL Gym 285	Era of Big Science → "Science, The Endless Frontier" (all report links, approx. 42 pp.), <a href="https://www.nsf.gov/about/history/nsf50/vbush1945.jsp">https://www.nsf.gov/about/history/nsf50/vbush1945.jsp</a>
March 28 (R)	<b>Smathers Lib (East)</b>	<b>Presentation/Project #2 due</b> Shifting Categories & Counting → "Blood quantum laws," Wikipedia (yes, Wikipedia) at <a href="https://en.wikipedia.org/wiki/Blood_quantum_laws">https://en.wikipedia.org/wiki/Blood_quantum_laws</a> → Liebler, "Counting America's First Peoples," 180-190

April 2 (T)	FL Gym 285	Publish or Perish → Fox, “Publication Productivity among Scientists,” 285-305 → Ginther, “Publications as predictors of racial and ethnic differences in NIH research awards,” (approx. 24 pp.), <a href="https://doi.org/10.1371/journal.pone.0205929">https://doi.org/10.1371/journal.pone.0205929</a>
April 4 (R)	FL Gym 285	Gendering & Cultural Codes → Martin, “The Egg and the Sperm,” 485-501 → Fausto-Sterling, “The Five Sexes,” 20-25; and “The Five Sexes, Revisited,” 19-23 → Sax, “How Common is Intersex?” 174-178
April 9 (T)	FL Gym 285	Missing from the Archives → Nelsen, “Race and Computing: The Problem of Sources,” 29-51
April 11 (R)	<b>Smathers Lib (East)</b>	Stewards of Heritage and Knowledge (w/ Darcie MacMahon & Lourdes Santamaria-Wheeler) → “AAM Code of Ethics for Museums,” American Alliance of Museums, at: <a href="https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/">https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/</a> → Tallbear, “Anthropology, Genomics, and Whiteness,” 21 mins., <a href="https://www.youtube.com/watch?v=pzVKVBgb4S4&amp;feature=youtu.be">https://www.youtube.com/watch?v=pzVKVBgb4S4&amp;feature=youtu.be</a>
April 16 (T)	FL Gym 285	Race-Targeted Medicine → Roberts, “Legal Constraints on the Use of Race in Biomedical Research,” 526-534 → Epstein, “From Standard Human to Niche Standardization,” 135-154 → Chow-White and Duster, “Do Health and Forensic DNA Databases Increase Racial Disparities?” (3 pp.), <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3186804/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3186804/</a>
April 18 (R)	FL Gym 285	Book Club: <i>The Immortal Life of Henrietta Lacks</i> → Skloot, <i>Immortal Life of Henrietta Lacks</i> , complete book
April 23 (T)	FL Gym 285	Where do we go from here? TBD
Wed., May 1	FL Gym 285	<b>FINAL EXAM: 10 am-12 pm (noon)</b>

### Course Expectations:

We are all learning. We come to class with different levels of awareness and exposure to course topics, varying communication practices, and disciplinary approaches. Studying historical materials from other periods can be uncomfortable. We also will be addressing topics on which opinions vary widely. Our goal is to develop a community that trusts in the intentions and progressive efforts of each member to respectfully engage with the materials and with colleagues. We are building capacity for the inclusive science practices that we are studying.

### Ground rules for class:

- We will adhere to UF policies.
- Be on time for class, be prepared, and engage with the day’s activities and discussion. Participate!

- Be straight forward and respectful of others; avoid sarcasm and never make hostile comments.
- If you feel too strongly about a topic to make a reasonable spoken comment at a specific moment, say “pass”.
- Give others space to speak, listen and be inquisitive.
- Do not speak on behalf of others or entire groups, or presume that others will.
- Address people how they request to be addressed (name, gender, salutation).
- Do talk with the instructor if you believe you have experienced willful insults or have concerns.
- Students are individually responsible for taking their own notes, completing their own work and exams, and for how they participate in all course activities. When working in groups, take care to negotiate statements about individual contributions to the outcome.
- Plagiarism, any form of cheating or appropriating another’s work as one’s own, or behavior that creates a hostile environment is unacceptable and will have grade consequences and be dealt with according to UF policies. See esp. Honor Code, below.
- Put electronic devices you are not using for notetaking on silent and away during class. Taking notes by hand helps you to retain information better, and even the sight of cell phones can be distracting to others. Do inform instructor before class if you are a first responder, have childcare duties, etc., requiring access. Use of electronic devices for non-notetaking purposes will reduce participation grade.
- Class content will not be reprised during office appointments but certain materials may be uploaded to Canvas.
- Let the instructor know as soon as possible about attendance conflicts such as religious holidays.
- Ask for what you need and seek assistance in thinking through any difficulties in meeting course requirements that you may anticipate.
- Understand that each person in the class is on a journey that is different but important.

#### Attendance, Submission of Assignments, Deadlines, Make-Up Exams, and Other Information:

- Requirements for class attendance, religious holidays/university events, make-up exams, assignments, and other work in this course are consistent with university policies at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- Attend regularly. A sufficient number of in-class assignments occur that you can better your grade simply by coming to class and submitting the activity for that day. You will learn more, and you matter as part of our learning community. In-class exercises help you to absorb and structure new information. Point value varies; they cannot be made up.
- Make sure you respond to an assignment’s requirements and parameters, following instructions closely. Let the instructor know in advance if you want to do a riskier project so you can get advice on whether this fits the goals embedded in assignment design.
- Submit 50-word summaries and projects/presentations by noon of the due date through Canvas. You are responsible for ensuring that submissions have been accepted. Extension requests for either may be made as late as 24 hours before noon of due date, but extensions are not automatically approved.
- 50-word summaries submitted after noon will be worth one point (and can be submitted until April 23 for one point).

- Project/presentation assignments will be docked 5 points per day (or portion of day) they are late.
- When citing sources, use APA, MLA, or CMS (noting which); see Purdue's Online Writing Lab (Purdue OWL) for assistance: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565), [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## Grading

UF policy for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. This course uses the following specific breakdown for grades:

A	93-100%	A-	90-92%		
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%
E	59 or less				

The assignments and their weights are designed to balance growth in many skills and the importance of creating a community of inquiry, learning and accountability for talking about complex and difficult topics. Here is the weighted breakdown that creates grades in this course:

5%	Participation (20 pts.)
15%	In-class activities and 50-word summaries (60 pts.)
30%	Two projects (each 60 pts./15%)
25%	Midterm Exam (100 pts.)
25%	Final Exam (100 pts.)
100%	Total = 400 pts.

Details about assignments will be posted on Canvas ( <https://elearning.ufl.edu/> ) or announced in class. Basic outline:

- In-class activities relate to pre-class preparation, discussion, or analytical exercises for that date. They allow the instructor to assess your engagement with material and your analytical style. They are pass-fail and generally worth one point each, due when requested by the instructor during class, and cannot be made up.
- 50-word summaries require you to think through and concisely convey the gist of an information sources. They are worth 2 points each and are graded 0, 1 or 2. Submit by noon on date of pre-class assignment.
- Presentations/projects enable students to potentially contribute content to the course in the future by addressing historical concepts, professions and practices, and the relationship of science and society. The instructor will supply a list of potential topics.



Projects may be videos, research papers, or creative works such as a science fiction short story. Length should be 10 minutes or 800-900 words (not counting footnotes; a bibliography and standard citations are required). Projects identifying an Open Access resource for WST3610 are highly desirable. Submit through Canvas by noon of the due date; five points are deducted per day (or portion of day) late.

- Exams are mixed-format tests (M/C, matching, identification, short essays) that cover the range of material since the last test (not cumulative). Writing excellence is a component, but equally weighted with argument, evidence, analysis, and interpretation/insights.

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 is 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 is also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker ([azucker@ufl.edu](mailto:azucker@ufl.edu)) to make an appointment to discuss adding the major. Or stop by her Spring 2019 office hours, Tuesdays 10:30-12:30 in Ustler 204.

Honor Code:

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 or TAs in this class.

Software:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.



## Academic Resources:

*Library Support*, <http://cms.uflib.ufl.edu/ask> provides various ways to receive assistance using the libraries or finding resources; or go to <http://uflib.ufl.edu/> to find services, personnel, and resources. Note VPN info: <http://www.uflib.ufl.edu/login/vpn.html>; Library Proxy Server: <http://www.uflib.ufl.edu/ufproxy.html>; and Guides at UF: <http://guides.uflib.ufl.edu/?b=s>

*E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

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

*Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

*Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

*Student Complaints On-Campus*: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

*On-Line Students Complaints*: <http://distance.ufl.edu/student-complaint-process/>

Your right to control access to information about your grades and solo assignments is protected by federal law. See: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

## 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

University Police Department: 392-1111 or 9-1-1 for emergencies. University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. 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)

Report Rape Gainesville (information and support even if you do not want to make a report) <http://www.reportrapegainesville.org/>

NOTES ON WST 3610: