

WST3610 (class # 24333)  
**GENDER, RACE, AND SCIENCE**  
SPRING 2025

TUESDAYS PERIOD 4 (10:40-11:30AM)  
THURSDAYS PERIODS 4-5 (10:40-12:35PM)

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Hina Shaikh

**Office hours:** Thursdays 1:00-4:00pm

office location, instructor email, and phone contact are provided in the course Canvas page.

**TA:** Zuzu Tadeushuk

**TA Office hours:** Tuesdays 2:00-3:00pm

office location and TA email are provided in the course Canvas page.

### COURSE GOALS AND OBJECTIVES

#### 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.

**NOTE:** This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

#### Prerequisites

(3 credits of WST) or (sophomore standing).

### COURSE MATERIALS

- Required book: Roberts, Dorothy E.. Fatal Invention : How Science, Politics, and Big Business Re-Created Race in the Twenty-First Century. New York: New Press, 2011.
- All other assigned material available through Canvas.

**Materials will be available through the following means:** Canvas and UF Library course reserves as needed.

**Materials Fees:** N/A

### STUDENT LEARNING OUTCOMES

- 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 race, gender, and other intersections of identity

## ASSESSMENT AND GRADES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

## Graded Course Activities

Note: Additional assignment details are provided on the course Canvas page.

### WEEKLY DISCUSSION ASSIGNMENTS

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

Every Tuesday and Thursday, we will complete an assignment during class that you will submit on Thursday. 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, March 6<sup>th</sup> and due about one week later Thursday, March 13<sup>th</sup>. It will cover the material from the first part of the course, including material discussed in-class. Further information will be provided in class and on Canvas.

### TAKE HOME EXAM 2

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

Take home exam 2 will be distributed on Tuesday, April 25<sup>th</sup> 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 and on Canvas.

### PARTICIPATION

(100 points possible, 20% of final grade):

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. More details provided in class and Canvas.

## Grading Scale and Policies

More information about UF grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade	Points
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	<59

## COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

### Week 1: Tuesday, January 14<sup>th</sup> and Thursday, January 16<sup>th</sup>

*Topic: Introductions; Reviewing Syllabus; Gender and Race, according to whom?*

#### TUESDAY

Introductions, syllabus.

#### THURSDAY

Roberts, Dorothy. 2011. "Chapter 1"

ASSIGNMENT: OPTIONAL IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY FOR EXTRA CREDIT

---

### Week 2: Tuesday, January 21<sup>st</sup> and Thursday, January 23<sup>rd</sup>

*Topic: Objectivity, Narratives, and Epistemology*

#### TUESDAY

Hammonds, E. 1993. "Never Meant to Survive: A Black Woman's Journey." In S. Harding (ed.)

White, Wilda. "Re-writing the Master Narrative" in Beresford, Peter, and Jasna Russo, eds.

#### THURSDAY

Haraway, D. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14(3): 575-599.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

### Week 3: Tuesday, January 28<sup>th</sup> and Thursday, January 30<sup>th</sup>

*Topic: Objectivity, Reason, and Epistemology*

## TUESDAY

Stepan, Nancy Leys. "Race and Gender: The Role of Analogy in Science." *Isis*, vol. 77, no. 2, 1986, pp. 261-77. *JSTOR*, <http://www.jstor.org/stable/232652>  
Willey, Angela and Sara Giordano. "Why do Voles Fall in Love?" in Cipolla, Gupta, Rubin, and Willey.

## THURSDAY

Roberts, Dorothy. 2011. "Chapter 2"

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

### Week 4: Tuesday, February 4<sup>th</sup> and Thursday, February 6<sup>th</sup>

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

## TUESDAY

Martin, Emily. (1991). "The Egg and the Sperm: How Science Has Constructed A Romance Based On Stereotypical Male-Female Roles." *Signs*, Vol. 16(3), 485-501.

## THURSDAY

Richardson, Sarah S. 2017. "How the X became the Female Chromosome" Cyd Cipolla, Kristina Gupta, David Rubin, and Angela Willey. University of Washington Press.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

### Week 5: Tuesday, February 11<sup>th</sup> and Thursday, February 13<sup>th</sup>

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

## TUESDAY

Somerville, Siobhan. "Scientific Racism" *JHS* 5, no. 2 (1994): 243-66.

## THURSDAY

Roberts, Dorothy. 2011. "Chapter 4"

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

### Week 6: Tuesday, February 18<sup>th</sup> and Thursday, February 20<sup>th</sup>

Topic: *Eugenics, Empire, and Evolutionary Theories*

## TUESDAY

Rubin, David A. "'An Unnamed Blank That Craved a Name': A Genealogy of Intersex as Gender." *Signs: Journal of Women in Culture and Society* 37.4 (2012): 883-908.

## THURSDAY

Horn, David G. "The Norm Which is Not One." In Terry, Jennifer, and Jacqueline Urla. 1995.

Bloomington: Indiana University Press.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

**Week 7: Tuesday, February 25<sup>th</sup> and Thursday, February 27<sup>th</sup>**

*Topic: Eugenics, Empire, and Evolutionary Theories*

**TUESDAY**

Rebecca M. Jordan-Young, Raffaella I. Rumiati. 2013. "Hardwired for Sexism? Approaches to Sex/Gender in Neuroscience " in *Women, Science, and Technology*. Routledge.

**THURSDAY**

Malantino, Hil. 2017. "Gone, Missing" from Cipolla, Gupta, Rubin and Willey.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

**Week 8: Tuesday, March 4<sup>th</sup> and Thursday, March 6<sup>th</sup>**

*Topic: Race, Gender, and Reproductive*

**TUESDAY**

Vora, Kalindi. 2015. "Re-Imagining Reproduction: Unsettling Metaphors in the History of Imperial Science and Commercial Surrogacy in India." *Somatechnics* 5 (1): 88-103. doi:10.3366/soma.2015.0149.

**THURSDAY**

Burfoot, Annette, and Derya Güngör. Chapter 6. *Women and Reproductive Technologies : the Socio-Economic Development of Technologies Changing the World*. Abingdon, Oxon ;: Routledge, Taylor & Francis Group, 2022.

Sweeney, Angela and Billie Lever Taylor. "De-pathologising motherhood" in Beresford, Peter, and Jasna Russo, eds. *The Routledge International Handbook of Mad Studies*. London ; Routledge, 2022.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

**TAKE-HOME EXAM 1 DISTRIBUTED THURSDAY**

---

**Week 9: Tuesday, March 11<sup>th</sup> and Thursday, March 13<sup>th</sup>**

*Topic: Race, Gender, and Reproductive*

**TUESDAY**

Roberts, Dorothy. 2000. Chapter two. New York, NY: Vintage Books.

**THURSDAY**

Roberts, Dorothy. 2011. *Fatal Invention : How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century*. New York: New Press, The. (canvas)

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY  
**TAKE-HOME EXAM 1 DUE MARCH 13<sup>TH</sup> BY MIDNIGHT**

---

**MARCH 15-23 SPRING BREAK**

---

---

**Week 10: Tuesday, March 25<sup>th</sup> and Thursday, March 27<sup>th</sup>**

*Topic: Racialized and Gendered Social Life of DNA*

**TUESDAY**

TallBear, Kim. "Genomic Articulations of Indigeneity." *Social Studies of Science* 43, no. 4 (2013): 509-33.  
<http://www.jstor.org/stable/43284191>.

**THURSDAY**

Chapter 11: "Genetic Surveillance." Roberts, Dorothy.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

**Week 11: Tuesday, April 1<sup>st</sup> and Thursday, April 3<sup>rd</sup>**

*Topic: Racialized and Gendered Social Life of DNA*

**TUESDAY**

Alison Kafer. "At the Same Time, Out of Time: Ashley X." Indiana University Press, 2013. 47-.  
University of Minnesota Press, 2013.

**THURSDAY**

Nelson, Alondra. "The Social Life of DNA: racial reconciliation and institutional morality after the genome" in *The British Journal of Sociology* 2018 69:3.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

**Week 12: Tuesday, April 8<sup>th</sup> and Thursday, April 10<sup>th</sup>**

*Topic: Race, Outer Space, and Gender*

**TUESDAY**

Prescod-Weinstein, Chanda. Ch 1. *The Disordered Cosmos: A Journey into Dark Matter, Spacetime, and Dreams Deferred*.

**THURSDAY**

McQuaid, Kim. "Race, Gender, and Space Exploration: A Chapter in the Social History of the Space Age." *Journal of American Studies* 41, no. 2 (2007): 405-34. <http://www.jstor.org/stable/27558000>.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

**Week 13: Tuesday, April 15<sup>th</sup> and Thursday, April 17<sup>th</sup>**

Topic: *Ecologies, Cosmologies, and Indigeneity*

**TUESDAY**

Chapter 19 "Red Praxis" in Estes, Nick, and Dhillon, Jaskiran, eds. 2019.

**THURSDAY**

Chapter 26 "Threats of Violence" in Estes, Nick, and Jaskiran Dhillon.

ASSIGNMENT: IN-CLASS DISCUSSION ASSIGNMENT ON THURSDAY

---

**Week 14: Tuesday, April 22<sup>nd</sup>**

Topic: *Ecologies, Cosmologies, and Indigeneity*

**TUESDAY**

Kimmerer, Robin. Selections from: *Braiding Sweetgrass : Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*, Milkweed Editions, 2013.

**TAKE-HOME EXAM 2 DISTRIBUTED TUESDAY AND DUE APRIL 29<sup>th</sup> BEFORE MIDNIGHT**

---

**UNIVERSITY POLICIES AND RESOURCES****Attendance policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Students requiring accommodation**

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. 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.

**UF course evaluation process**

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

<http://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 <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.ua.ufl.edu/public-results/>.

---

**ADDITIONAL POLICIES AND RESOURCES**

**For a list of additional campus resources, see section C 5 here:**

[https://syllabus.ufl.edu/media/syllabusufledu/syllabi\\_policy\\_09\\_09\\_2022.pdf](https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf)

**University Honesty Policy**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**In-class recording**

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 guest 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 Honor Code and Student Conduct Code.

**Procedure for conflict resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: [jneville@ufl.edu](mailto:jneville@ufl.edu)) or the Graduate Coordinator (Dr. Kendal Broad: [klbroad@ufl.edu](mailto:klbroad@ufl.edu)) for undergraduate and graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

**Health and Wellness**

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.



- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu/>; 352-392-1111 (911 for emergencies).

***Academic Resources***

- E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu); <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

**Office of Victim Services** 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

**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)