

HUM 370-3 / GNDR_ST 332 / SOCIOL 376

**Race/Gender/Sex & Science:
Making Identities and Differences**
Fall 2023

Tuesdays and Thursdays, 9:30-10:50 am, in Parkes 213

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Office hours this quarter (by appointment):

For exact availability (both in-person and via Zoom) and to sign up for a slot in advance:

<https://calendly.com/professor-epstein>

A copy of this syllabus can be found on the Canvas site for the course:

<https://canvas.northwestern.edu/courses/198684>

Summary:

Over the course of this quarter, we will keep coming back to two reciprocal questions:

- How do scientific claims and technological developments help transform cultural understandings of race, gender, and sexuality?
- How do cultural beliefs about race, gender, and sexuality influence scientific knowledge and medical practice?

That is, we will focus on the dynamic interplay between science, technology, and medicine, on the one hand, and race, gender, and sexuality, on the other. Taking up a series of controversial issues and cases from the recent past and the present, we will explore the connections between expert findings, social identities, and political arguments. The assumption is that studying these controversies sheds light on how developments in the life sciences affect our understandings of who we are, how we differ, and how social inequalities are created, perpetuated, and challenged.

In our readings and discussions, we will examine the roles of science, technology, and medicine in redefining race, gender, and sexuality; the ways in which cultural beliefs about race, gender, and sexuality have influenced scientific research and the development of knowledge; and the efforts by individuals and social movements to challenge scientific institutions and assert new claims about identity, difference, and inequality. More specifically, over the course of the quarter, we will take up such questions as:

- How many sexes are there, and how do we know?
- What is the scientific status of our ideas about race?
- How are medical and legal ideas invoked in determinations about people's gender identities?
- How do medical technologies become "gendered"?
- How are ideas about racial differences reproduced by algorithms?
- How have new reproductive technologies, and new methods of tracing ancestry, changed notions of kinship and racial belonging?
- Is sexual identity a biologically determined state, and what is at stake in asking the question?
- How should gender, race, and sexuality be taken into account when human populations are studied in clinical research? When patients are examined in the clinic?
- How have scientists and physicians sought to study and repair human sexual functioning?

Our goal is not to resolve these controversial issues but, rather, to understand their stakes as well as the ways in which different people, groups, and social institutions have taken positions in relation to them.

Learning Objectives:

At the end of this course, students should be able to:

- Understand and explain how the meanings of social categories such as race, gender, and sexuality are affected by technologies and informed by developments in the natural and social sciences.
- Understand and explain how scientific processes and discourses as well as pathways of technological development are affected by broader social understandings of forms of identity, difference, and inequality such as race, gender, and sexuality.
- Understand contemporary debates in the United States surrounding social inequalities and hierarchies, social justice, identity, and belonging, especially in relation to race, gender, and sexuality.
- Understand a variety of social science perspectives on those debates.
- Understand how social scientists study science, technology, and medicine as social processes.
- Understand how to go about developing and writing a research paper that builds on class readings but investigates a topic of the student's choosing, with an emphasis on careful organization, clear argumentation, and effective writing.

Course Requirements:

Your **grade** for the quarter will be calculated on the basis of the following **course requirements**:

Class attendance and participation	15%
Short analytical summary of a reading (twice)	20% = 10% each
Paper topic, partial biblio., office hours visit	5%
In-class midterm	20%
Outline of your paper	5%
Short oral presentation based on research paper	5%
PowerPoint accompanying oral presentation	5%
Research paper	25%

A number of the assignments, including the submission of the paper topic and the outline, are intended to encourage you to move forward with the final paper in a timely way and—importantly—to give me the chance to weigh in with suggestions and feedback. The short oral presentation has the same function, but it also allows each student in the seminar to learn a bit about what everyone else is working on.

Here are the details:

1. *Class attendance and participation (15%)*: This is a small seminar, and people who take the class do so in the hope of enjoying the conversations and the interactions. Your presence and participation are expected. (Just to prevent any misunderstanding: even though attendance and participation constitute only 15% of the grade, that doesn't mean that you can never attend, turn in the assignments, and still pass the course. You do have to show up regularly to receive a passing grade.)

2. *Two analytical summaries* of an assigned reading (*10% each*).

For your first analytical summary, choose *one* of the readings assigned for either September 26 or September 28. For your second summary, choose *one* of the readings assigned for either October 3 or October 5.

Please submit each summary as a Word document using the inbox set up for that purpose on Canvas under "Assignments." Each summary must be submitted **at least 24 hours before that class meeting** (that is, by 9:30 am on the day before). Each summary should be 1½ to 2 pages, typed, double-spaced, with a standard font and one-inch margins.

Your summary should carefully summarize the main arguments and discuss the reading critically in relation to the themes of the course and concepts we have developed. While you should be clear about what the author argues, try to avoid a mere "plot summary"; instead try to abstract beyond the specific claims of the author. An analytical summary also provides you with the opportunity to present any critiques that may occur to you (but don't force it if you don't disagree with anything).

These summaries should be written out in full paragraphs; they should not take the form of a list or bullet points. Please proofread carefully and pay close attention to matters of style, syntax, and organization. (If your paper has a lot of careless errors and does not seem to have been proofread adequately, I will ask you to re-do it.) You do not need to provide a reference list, but quotes and paraphrases should be followed by in-text citations placed inside parentheses—for example, "(Richardson, 912)."

NOTE: Because writing the analytical summary should help prepare you for the seminar discussion, I will look to the people who wrote summaries to take the lead in participating in the discussion that day.

3. *Paper topic and partial bibliography, plus office hours visit (5%)*: By **noon on Wednesday, October 11**, please submit a 1-2 paragraph description of your paper topic, along with a partial and provisional bibliography (at least 5 sources), as a Word document using the inbox set up for that purpose on Canvas under "Assignments." (See point 7 below for more information about the paper assignment.)

If your paper will be thematically similar to, or will have any overlap in actual content with, any other paper you have written in the past or are writing this quarter, please also provide a clear description of the overlap as well as an explanation of how your paper for this class will differ.

In addition, you are required to attend my office hours no later than Wednesday, October 18 to discuss your paper topic with me. I will hold extra office hours that week and the week before.

4. A closed-book, in-class *midterm* on Tuesday, October 24 (20%): On the midterm, I will ask you to provide definitions of terms and concepts that have been covered in readings and seminar discussions. You will be asked to write about three sentences for each definition, and you should make clear how and why the term is relevant to the course. In some cases, I may also ask you to give an example. To help you prepare, I will provide a longer list of possible terms and concepts one week in advance, out of which I will ultimately choose 12. You will write in a blue book that I will provide—no notes, books, or electronic devices are permitted.

5. An *outline* of your research paper (5%): By **noon on Friday, November 3**, please submit an outline as a Word document using the inbox set up for that purpose on Canvas under “Assignments.” The outline doesn’t have to be fancy or highly detailed, but it should clearly convey the main sections and topics of your paper. A simple way to structure it would be to create a numbered list of the main sections of the paper and then, for each section, add a sentence or two explaining what you will be doing in that section.

Of course, if you prefer to submit a more detailed outline that breaks each section down into sub-sections (and sub-sub-sections), that would be welcome, but it’s not required.

Optional: I encourage you to begin the outline with a statement of your research question or (even better) a first attempt to summarize what you will be arguing in the form of a thesis sentence.

6. At our last three class meetings (Tuesday, November 14, Thursday, November 16, and Tuesday November 21, each of you will deliver a short *oral presentation (using PowerPoint)* describing your research paper (10%). **Your PowerPoint file must be submitted on Canvas in the inbox set up for that purpose by 2 pm on Monday, November 13. (You do not need to submit a text for the oral presentation.) Please do not use any file type other than PowerPoint. You will be graded on the quality and clarity of the oral presentation as well as the quality and clarity of the PowerPoint (5% each).**

I will provide details about the length of your presentation. (Please use a timer or stopwatch to keep track of the time.)

In your presentation, you should identify the topic of your paper, present your research question in relation to the topic, give an explanation of what you did to research it, and tell us your preliminary findings. If there is anything you would like feedback on or suggestions from the group about, please also say so. We will devote some time after each presentation to Q&A and feedback.

The PowerPoint should include both text and images. Please make sure slides are easily readable. It can be useful to include an “Overview” slide near the beginning to outline where you will be going.

7. A research paper, due by 9:00 am on Monday, December 4 (25%). The paper must be no less than 10 pages (typed, double-spaced, with a standard font and one-inch margins), not counting the bibliography. (Nothing longer is expected, but if you do submit a longer paper, please don't exceed 13 pages, not counting the bibliography.) Please submit your paper as a Word document using the inbox set up for that purpose on Canvas under "Assignments."

Your paper should investigate a specific research topic of your choice related to the themes of the course—that is, **you should select a topic that draws together race, gender, or sexuality on the one hand with science, technology, or medicine on the other.** To give you an idea of the kind and scope of project I'm looking for, I am including (below) a list of some of the paper topics from previous years.

Please note that your paper should not be a "report" on a topic that simply pulls together what other authors have written. While you should definitely engage with published work on your topic, I would also like you to do at least some modest research of your own. That said, I am realistic about the kinds of original research that students may accomplish in the course of a quarter. Often, for this class, students find some original data online—for example, by analyzing websites or social media commentary.

The paper must be in essay format and must advance or prove **an identifiable central argument (or thesis) that is stated clearly at the beginning.** It must draw on course materials but must also extend beyond course readings. Please proofread carefully and pay close attention to matters of style, syntax, and organization. (If your paper has a lot of careless errors and does not seem to have been proofread adequately, I will not accept it.)

Your paper should include a title and should be broken into sections with headings. Use parenthetical citations for quotes and references to other texts. List all such texts in your bibliography. (You may use any standard bibliographic style, as long as you are consistent.)

Here are some examples of topics that students have investigated in previous years:

- Cultural competence in medical care
- Counting LGBTQ people on the census
- The emergence of multifaceted asexual identities
- Use of puberty suppressing drugs for transgender youth
- Racial aspects of human experimentation in Japan during WW2
- Race and gender politics in the history of birth control
- Gynecological care for lesbian and bisexual women
- Consequences of genetic explanations of differences in athletic ability by race
- Racial exclusion in Silicon Valley
- The relation between masculinity and political extremism online
- The female condom
- The work of gestational surrogate mothers
- Conceptions of sexuality in abstinence-only sex education programs
- Multiracial identity and the U.S. census
- Gender stereotypes in online gaming

Course Mechanics and Policies:

Please read the following bulleted items carefully. Along with providing basic information, this section also serves as fair warning of my classroom policies and expectations:

- ◆ I encourage you to keep me posted about any issues you may be experiencing that might impact your attendance at, participation in, or work for this course. Students can find useful resources for safety and security, academic support, and mental and physical health and wellbeing at the NUhelp website (<https://www.northwestern.edu/nuhelp/>) and on the NUhelp app (<https://www.northwestern.edu/nuhelp/get-help/nuhelp-app-features.html>).
- ◆ We will follow all announced health and safety guidelines with regard to **Covid and other health concerns**. Masks are not currently required. Those who wish to wear masks are very welcome to do so. If you feel you may be contagious, please stay home and contact me.
- ◆ This course will make use of the **Canvas** course management system. The direct link for this course is <https://canvas.northwestern.edu/courses/198684>. Students are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site.
- ◆ Important course **announcements** may also be sent to students' registered campus email addresses. You are responsible for monitoring those email accounts.
- ◆ Unless you are directed to do so by me, please do not use Canvas to send broadcast announcements to the rest of the class. If you have material that you think should be shared, please ask me to distribute it.
- ◆ You are welcome and encouraged to sign up to see me during my **office hours**. My office hours are by appointment, and I will offer both in-person and Zoom options. Please sign up to see me using this link: <https://calendly.com/professor-epstein> (being sure to select the correct set of options, depending on whether you want to meet in-person or via Zoom). Please sign up at least one hour in advance. For Zoom meetings, I will follow up with a link.
- ◆ This syllabus, schedule, and modalities of instruction (in-person, via Zoom, etc.) are **subject to change** in the event of unforeseen circumstances. Announcements of changes will be posted on Canvas and emailed to students.
- ◆ No books are assigned for this course. All **course readings** are available for **download** from the Canvas site in the form of PDFs. Please bring readings with you to class, either as printouts or on your laptops or tablets.

- ◆ Over the course of the quarter, your **grades** will become accessible to you on Canvas. Please let me know immediately if there are any recording errors.

Your grades on Canvas will take the form of numerical scores (not percentages, even if Canvas displays a percent sign). For each assignment, you can convert your numerical score to a letter grade equivalent by using the following key:

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
50-59	F

To reiterate a point that students sometimes are confused about: the grades you receive from me are **scores, not percentages** (even if Canvas sometimes displays a percent sign). Students sometimes think that if they meet a particular requirement then they should receive a grade of 100 for that assignment, but 100 corresponds to an A++. So, for example, if you are a great participant, you should expect to receive a 93 to 96 for your participation grade, because that corresponds to an A. You are not likely to get 100 unless your participation is beyond extraordinary. (Similarly, if you never participated, your grade would be something like 55, not zero, because 55 corresponds to an F.) If you have any questions about this, feel free to ask.

Your **overall course grade** will be calculated simply by multiplying each numerical score by its respective weight (for example, 0.2 for the midterm), summing up the results, rounding up or down to the *nearest* whole number, and then converting to the letter grade equivalent. (If your grade is right on the cusp—for example, 92.5—I round up to the higher grade, but I do not round up for anything below the “.5” cutoff.)

- ◆ Students are responsible for all material in the readings, class presentations, and class discussions. **Class attendance** is required. While I will post my PowerPoints on Canvas, these are not intended to be comprehensive, and often they will not make complete sense by themselves. Students are expected to attend class in order to learn the course material.
- ◆ I also fully expect that students will be not just physically present in the classroom but also mentally present (that is, conscious and not otherwise occupied—even intermittently—with email, texting, social media, computer games, shopping, or other online activities).

You may bring **technology** to the seminar room as long as you can handle it responsibly and respectfully. Laptops and tablets should be used for note-taking or other class-related purposes only.

- ◆ Class will be conducted as a seminar, not as a lecture course. I will typically begin with a mini-lecture (some framing comments and background information), and then I will facilitate a discussion. Come to class having *already read* the readings for that day (bring them with you), and be prepared to **participate!** Please do ask questions and offer opinions! We will be discussing controversial topics, and debate is part of that. Disagreement with the instructor or fellow students is fine, as long as you are polite and patient in how you go about it. That is, I am open to a wide range of views, but I insist on our always showing respect for one another.
- ◆ I am granting every student a 36-hour “**extension bank**” for the writing assignments that can be used up over the course of the quarter if needed. For example, if you turn in your first assignment two hours late, then you still have 34 hours “in the bank” that you can use later in the quarter if necessary. Once you have used up your banked hours, **late assignments** will be marked down except in unusual circumstances. Generally, it is still to your advantage to submit an assignment late rather than never. However, late final papers may not be accepted at all, if they arrive too late during finals week for me to grade them by the time grades are due.

NOTE: The extension bank may not be used for the midterm, which must be taken at the scheduled time, or for the oral presentation or PowerPoint, for which we need to stick to schedule. The extension bank may be used for the analytical summaries, the paper topic, the outline, and the final paper.

Please note that there is no excuse for failing to keep **electronic backups** of your data (for example, on flash drives, external hard drives, “cloud” storage sites, or other computers) in case your primary computer fails or your hard drive crashes.

- ◆ All written work for the course must be **typed, double-spaced**, using a standard font and 1-inch margins on all sides.
- ◆ Any student requesting **accommodations related to a disability or other condition** is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide me with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.
- ◆ Any course that includes the themes of sexuality, gender, and race may contain material that will startle or even upset some students. Please keep this possibility in mind and be forewarned.
- ◆ I am committed to strict enforcement of university regulations concerning **academic integrity**, which means **I report ALL suspected violations** of the policy (including suspicion of cheating, plagiarism, fabrication, obtaining an unfair advantage,

unauthorized collaboration, and aiding and abetting academic dishonesty) to the Assistant Dean for Academic Integrity, who then carries out a formal investigation. It is your responsibility to familiarize yourself with the [university's policy](#) on academic integrity. See the [WCAS website](#) on academic integrity and [Academic Integrity: A Basic Guide](#) for more information.

Examples of plagiarism include but are not limited to: directly copying work written by another person without an appropriate citation; modifying a few words written by someone else, but otherwise presenting another person's ideas as if they were your own without appropriate citations; using information from the internet without appropriate citation even if that information has no identifiable author (such as information from a Wikipedia page); and using text generated by an artificial intelligence algorithm or chatbot. In addition, while I encourage students to collaborate when studying or learning course material, it should be clear that **no collaboration** is permitted on written work or exams, and any collaboration in those cases constitutes academic dishonesty.

If you have any questions about what constitutes plagiarism or academic dishonesty, please ask me! **Confirmed violations of academic integrity will result in both an administrative penalty and an academic penalty.** The administrative penalty, assigned by university officials, typically is **suspension** for one quarter; any such suspension becomes part of your record, which is made available on request to potential employers and graduate school admissions committees. The academic penalty is assigned by the instructor, and my own policy in almost every case is to assign a **failing grade FOR THE ENTIRE COURSE.**

- ◆ This course makes use of **Turnitin**, a software product that compares your work against other texts in its database in order to safeguard academic integrity. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Please contact me if you have any questions about Turnitin.
- ◆ Please be respectful of those around you. At the beginning of class, make sure your **cell phone** is turned off or set to vibrate. And please don't chat with other students during class. In addition, arriving late, leaving early, and walking in and out of class are distracting to those around you. Obviously they are sometimes unavoidable. But I'd appreciate your keeping them to a minimum.
- ◆ This syllabus and all PowerPoint presentations for this course are copyright 2023 by Steven Epstein. **Please do not post any materials related to the course on the internet without the permission of the instructor.** This includes sites such as "Course Hero." Students are also prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of Professor Epstein. No **audio or video recordings** of class are permitted without the instructor's permission.

Schedule of Readings and Assignments:

WEEK 1

TUE, SEP 19: INTRODUCTION

Fausto-Sterling, Anne. 1993. "The Five Sexes: Why Male and Female Are Not Enough." *The Sciences* 33 (2): 20-26.

Please also read pp. 2-10 of the syllabus carefully before coming to class.

THU, SEP 21: THEORETICAL BACKDROP: CO-PRODUCTION AND LOOPING EFFECTS

Jasanoff, Sheila. 2004. "The Idiom of Co-Production." In *States of Knowledge: The Co-Production of Science and Social Order*, edited by S. Jasanoff. London: Sage, pp. 1-6 only.

Hacking, Ian. 2007. "Kinds of People: Moving Targets." *Journal of the British Academy* 151. **Read pp. 285-286 and 296-314 only.**

****REMINDER:** You must turn in an **analytical summary** of *one* of the readings for either September 26 or September 28 by **9:30 am on the day before that class**.

WEEK 2

TUE, SEP 26: THE SEXING AND GENDERING OF SCIENTIFIC KNOWLEDGE

Richardson, Sarah. 2012. "Sexing the X: How the X became the 'Female Chromosome.'" *Signs* 37 (4): 909-933. **Feel free to skip the case study on pp. 924-27.**

Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books. Pp. 115-145 (Chapter 5: "Sexing the Brain"). **Feel free to skip the sections called "Doing Battle with Numbers" and "When Is a Fact a Fact?" (pp. 135-143).**

THU, SEP 28: THE GENDERING AND SEXUALIZING OF TECHNOLOGIES, AND THE TECHNOLOGICAL PRODUCTION OF SEXUALITY

Oudshoorn, Nelly. 2003. *The Male Pill: A Biography of a Technology in the Making*. Durham: Duke University Press. Pp. 171-190 (Chapter 8: "'The First Man on the Pill': Disciplining Men as Reliable Test Subjects").

Loe, Meika. 2004. *The Rise of Viagra: How the Little Blue Pill Changed Sex in America*. New York: New York University Press. Pp. 63-93 (Chapter 3: "Fixing the Broken Male Machine").

****REMINDER:** You must turn in an **analytical summary** of *one* of the readings for October 3 or October 5 by **9:30 am on the day before that class**.

WEEK 3

TUE, OCT 3: SCIENCE, TECHNOLOGY, AND RACIALIZATION (I)

Morning, Ann. 2008. "Reconstructing Race in Science and Society: Biology Textbooks, 1952–2002." *American Journal of Sociology* 114 (S1): S106-S137.

Benjamin, Ruha. 2019. *Race after Technology: Abolitionist Tools for the New Jim Code*. Medford, MA: Polity. Pp. 49-76 (Chapter 1: "Engineered Inequality: Are Robots Racist?").

THU, OCT 5: SCIENCE, TECHNOLOGY, AND RACIALIZATION (II): THE CASE OF GENETIC ANCESTRY TESTING

Roth, Wendy D., and Biorn Ivemark. 2018. "Genetic Options: The Impact of Genetic Ancestry Testing on Consumers' Racial and Ethnic Identities." *American Journal of Sociology* 124 (1): 150-84.

Panofsky, Aaron, and Joan Donovan. 2017. "When Genetics Challenges a Racist's Identity: Genetic Ancestry Testing among White Nationalists." *SocArXiv*. August 17. doi: 10.31235/osf.io/7f9bc.

****REMINDER:** Your paper topics are **due** by noon on Wednesday, October 11. You must also meet with me during my **office hours** by no later than October 18 to discuss your paper topic with me.

WEEK 4

TUE, OCT 10: CATEGORICAL POLITICS IN SCIENCE, MEDICINE, AND SOCIETY (I)

Meyerowitz, Joanne J. 2002. *How Sex Changed: A History of Transsexuality in the United States*. Cambridge, MA: Harvard University Press, 51-129 (Chapter 2: "Ex-GI Becomes Blonde Beauty"; Chapter 3: "From Sex to Gender").

THU, OCT 12: CATEGORICAL POLITICS IN SCIENCE, MEDICINE, AND SOCIETY (II)

Bryant, Karl. 2006. "Making Gender Identity Disorder of Childhood: Historical Lessons for Contemporary Debates." *Sexuality Research and Social Policy* 3 (3): 23-39.

Menon, Alka. 2017. "Reconstructing Race and Gender in American Cosmetic Surgery." *Ethnic and Racial Studies* 40 (4): 597-616.

WEEK 5

TUE, OCT 17: CATEGORICAL POLITICS IN SCIENCE, MEDICINE, AND SOCIETY (III)

****Midterm discussed in class, and list of possible terms and concepts posted on Canvas**

Sudai, Maayan, Alexander Borsa, Kelsey Ichikawa, Heather Shattuck-Heidorn, Helen Zhao, and Sarah S. Richardson. 2022. "Law, Policy, Biology, and Sex: Critical Issues for Researchers." *Science* 376 (20 May 2022): 802-04.

Brubaker, Rogers. 2016. "The Dolezal Affair: Race, Gender, and the Micropolitics of Identity." *Ethnic and Racial Studies* 39 (3): 414-448.

THU, OCT 19: NATURE, CULTURE, AND SEXUAL IDENTITIES

Ganna, Andrea, et al. 2019. "Research Article Summary: Large-Scale GWAS Reveals Insights into the Genetic Architecture of Same-Sex Sexual Behavior." *Science* 365: 882.

Mills, Melinda C. 2019. "How Do Genes Affect Same-Sex Behavior?" *Science* 365: 869-870.

Terry, Jennifer. 2000. "'Unnatural Acts' in Nature: The Scientific Fascination with Queer Animals." *GLQ* 6 (2): 151-193.

WEEK 6

TUE, OCT 24: **** IN-CLASS MIDTERM**

No books, notes, or electronic devices. Blue books provided.

THU, OCT 26: RECONSTRUCTING KINSHIP: IDENTITY, DIFFERENCE, AND THE TECHNO-ECONOMICS OF REPRODUCTION

Thompson, Charis. 2005. *Making Parents: The Ontological Choreography of Reproductive Technologies*. Cambridge, MA: MIT Press. Pp. 145-178 (Chapter 5: "Strategic Naturalizing: Kinship, Race, and Ethnicity").

Almeling, Rene. 2011. *Sex Cells: The Medical Market for Eggs and Sperm*. Berkeley: University of California Press. Pp. 52-83 (Chapter 2: "Selling Genes and Gender").

WEEK 7

TUE, OCT 31: CHANGING MEDICAL PRACTICE

Murphy, Marie. 2016. "Hiding in Plain Sight: The Production of Heteronormativity in Medical Education." *Journal of Contemporary Ethnography* 45(3): 256-289.

Epstein, Steven. 2022. *The Quest for Sexual Health: How an Elusive Ideal Has Transformed Science, Politics, and Everyday Life*. Chicago: University of Chicago Press. Pp. 125-135 (Chapter 4: "Sexuality in the Medical Encounter: Standardizing Sexual Health").

THU, NOV 2: MISSING SCIENCE, MISSING SCIENTISTS

Almeling, Rene. 2020. *GUYnecology: The Missing Science of How Men's Health Matters for Reproduction*. Berkeley: University of California Press. Pp. 1-12 (from the introduction) and 165-82 ("Conclusion").

Blair-Loy, Mary, and Erin A. Cech. 2022. *Misconceiving Merit: Paradoxes of Excellence and Devotion in Academic Science and Engineering*. Chicago: University of Chicago Press. Pp. 1-18 (Chapter 1: "Misperceiving Merit, Excellence, and Devotion in Academic STEM").

****REMINDER:** Your **outline** of your paper is **due by noon on Friday, November 3**.

WEEK 8

TUE, NOV 7: SCIENCE, ACTIVISM, AND THE POLITICS OF EXPERTISE (I)

Nelson, Alondra. 2011. *Body and Soul: The Black Panther Party and the Fight against Medical Discrimination*. Minneapolis: University of Minnesota Press. Pp. 115-152 (Chapter 4: "Spin Doctors: The Politics of Sickle Cell Anemia").

Epstein, Steven. "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials." *Science, Technology, & Human Values* 20, no. 4 (1995): 408-37.

THU, NOV 9: SCIENCE, ACTIVISM, AND THE POLITICS OF EXPERTISE (II)

Waidzunus, Tom J. 2013. "Intellectual Opportunity Structures and Science-Targeted Activism: Influence of the Ex-Gay Movement on the Science of Sexual Orientation." *Mobilization* 18 (1): 1-18.

Vogler, Stefan. 2021. *Sorting Sexualities: Expertise and the Politics of Legal Classification* Chicago: University of Chicago Press. Pp. 81-99 (Chapter 4: “Insurgent Expertise and the Hybrid Network of LGBTQ Asylum”).

****REMINDER:** Your **PowerPoint file** for your oral presentations is **due by 2 pm on Monday, November 13.**

WEEK 9

TUE, NOV 14: STUDENT PRESENTATIONS

THU, NOV 16: STUDENT PRESENTATIONS

WEEK 10

TUE, NOV 21: STUDENT PRESENTATIONS (VIA ZOOM)

****REMINDER:** Your **research paper** is **due on Canvas by 9:00 am on Monday, December 4** (the first day of Exam Week).