

## LMC3306: Science, Technology and Race – Spring 2016

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Course Meets: Skiles 314, M/W/F 11-12

Office Hours: Skiles 360, Monday 2-4, or by appointment

### Overview of the Course

This course explores intersections of race, science and technology. It draws on anthropology, history, sociology, media studies, and science and technology studies to introduce students to analysis of science and technology through a critical race lens. The course has two units that break down analysis of race into diverse topics in two spheres: the digital, and the body. This topical range is designed to help students learn to apply critical race analysis to a range of scientific claims and technological forms. Students will use the topical familiarity and analytical skills gained to create a final group project that analyzes a relevant 21<sup>st</sup> century event of their choice in depth. This course will provide a foundation for further study in LMC, as well as analytical tools for students from all majors interested in investigating race, science, and technology in/and culture.

### Required Books:

Required books are available at the bookstore and on reserve at the library:

Nakamura, Lisa, and Peter Chow White, eds. *Race After the Internet*. New York: Routledge, 2012.

Hammonds, Evelyn M., and Rebecca Herzig, eds. *The Nature of Difference: Sciences of Race in the United States from Jefferson to Genomics*. Cambridge: MIT Press, 2008.

All other readings will be available on T-Square.

### Course Objectives:

- ❖ To gain familiarity with a wide range of topics at the intersection of science, technology and race
- ❖ To hone analytical skills through mastery of useful concepts and through practice analyzing
- ❖ To communicate in sophisticated ways about these issues, especially orally and in writing
- ❖ To produce a polished web project that demonstrates facility with course themes and the ability to put outside research on a topic of your choosing into historical and contemporary context

### Assessment:

- ❖ Class attendance and participation: 20 points. Engagement with the readings is a major focus of this class, and students are expected to come to class prepared to discuss them. For days when there are guest lectures or videos, engaged attention is vital.
- ❖ Blogs: 20 points. Before class each day for which readings are assigned – generally two per week for the first nine weeks – write an entry on your response to the readings on the blog section of T-Square. Your short comments (200-300 words) should be posted by 10am, demonstrate that you have done the reading, and note comments and questions that you would like to raise in class.
- ❖ Individual presentation: 5 points. Each student signs up to give a short presentation on a particular reading, lasting only about 5 minutes. The presenter should use exactly one slide to (1) concisely remind the class of the central idea of the reading being discussed, (2) hone in on *one particular concept* from the reading for closer description, and (3) make a connection or raise a question for discussion.
- ❖ 2 In-Class Exams: 15 points each
- ❖ Final group project on a 21<sup>st</sup> century event of your choosing: 25 points. The group should choose a particular event at the intersection of race and science and/or technology, and put it into social, cultural, and historical context in an interactive web project. Topic examples might range from the FDA approval of BiDil for heart failure in “self-identified black patients” to the hashtag #SayHerName. Each group should select a different topic, so that the class covers a range of themes. Assessment is comprised of three parts: annotated bibliography (5 points, individually assessed), presentation on the site in progress (5 points, group assessed), completed interactive web site (15 points, group assessed). Each student must also complete an individual self-assessment of their group work.

**Attendance Policy:** Attendance is required.

**ADAPTS accommodation is available for students with disabilities:** <http://www.adapts.gatech.edu/>

**Honor Code:** Students must do their own work on blogs and exams, and be accountable for their participation in group work. Late work will not be accepted.

| <b>UNIT 1: DIGITAL</b> |  |   |  |
|------------------------|--|---|--|
| Wk 1                   | Jan 11   | Jan 13  | Jan 15   |
|                        | Introduction to the Class  | <p><i>Race After the Internet</i><br/>Chapters 1-2</p> <p>McPherson, Tara, "U.S. Operating Systems at Mid-Century: The Intertwining of Race and Unix," pp. 21-37.</p> <p>Chun, Wendy, "Race And/As Technology, or How to do things with Race," pp. 38-60.</p>   | <p><i>Race After the Internet</i><br/>Chapters 3-4</p> <p>Fouché, Rayvon, "From Black Inventors to One Laptop Per Child: Exporting a Racial Politics of Technology," pp. 61-84.</p> <p>Marez, Curtis, "Cesar Chavez, the United Farm Workers, and the History of Star Wars," pp. 85-108.</p>                             |
| Wk 2                   | Jan 18   | Jan 20  | Jan 22   |
|                        | MLK Day – No class   | <p><i>Race After the Internet</i><br/>Chapters 6-7</p> <p>Gandy, Oscar, "Matrix Multiplication and the Digital Divide," pp. 128-45.</p> <p>Everett, Anna, "Have We Become Post-Racial Yet? Race and Media Technology in the Age of President Obama," pp. 146-167.</p>   | <p><i>Race After the Internet</i><br/>Chapters 8-9</p> <p>Sandvig, Christian, "Connection at Ewiiayp Mountain: Indigenous Internet Infrastructure," pp. 168-200.</p> <p>boyd, danah, "White Flight in Networked Publics: How Race and Class Shaped American Teen Engagement with Myspace and Facebook," pp. 203-222.</p> |
| Wk 3                   | Jan 25   | Jan 27  | Jan 29   |
|                        | <p><b>Guest Lecture</b><br/><b>Replaces Class:</b><br/>Michael Montoya,<br/>UC-Irvine<br/>"Healthy Dissent"<br/>Student Center Theater<br/><b>3pm</b></p> <p><i>Note: All students should strive to attend. Those unable to do so because of schedule conflicts must do an alternative assignment.</i></p> | <p><i>Race After the Internet</i><br/>Chapters 11-12</p> <p>Wilson Ernest, and Sasha Costanza-Chock, "New Voices on the Net? The Digital Journalism Divide and the Costs of Network Exclusion," pp. 246-268.</p> <p>Nelson, Alondra, and Jeong Won Hwang, "Roots and Revelation: Genetic Ancestry Testing and the YouTube Generation," pp. 271-290.</p> | <p><i>Race After the Internet</i><br/>Chapter 13-14</p> <p>Chow-White, Peter, "Genomic Databases and an Emerging Digital Divide in Biotechnology," pp. 291-309.</p> <p>Duster, Troy, "The Combustible Intersection: Genomics, Forensics, and Race," pp. 310-327.</p>   |

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| Wk 4                  | Feb 1<br>Guest lecturer during class:<br>Susana Morris,<br>Auburn University<br><br>Topic:<br>Crunk Feminist Collective                | Feb 3<br>Fouché, Rayvon, "Analog Turns Digital: Hip-Hop, Technology, and the Maintenance of Racial Authenticity," in Trevor Pinch and Karin Bijsterveld, eds., <i>The Oxford Handbook of Sound Studies</i> , Oxford: Oxford University Press, 2011, pp. 505-525.<br><br>Eglash, Ron, "Race, Sex, and Nerds: From Black Geeks to Asian American Hipsters," <i>Social Text</i> 20.2(2002): 49-64. | Feb 5<br>Sims, Christon, "Video Game Culture, Contentious Masculinities, and Reproducing Racialized Social Class Divisions in Middle School," <i>Signs</i> 39.4(2014): 848-857.<br><br>Margolis, Jane, with Rachel Estrella et al., <i>Stuck in the Shallow End: Education, Race, and Computing</i> , MIT Press, 2010: "Introduction: The Myth of Technology as the 'Great Equalizer'" and "Chapter 1 An Unlikely Metaphor: The Color Line in Swimming and Computer Science," pp. 1-26. |
| Wk 5                  | Feb 8<br>Guest lecturer during class:<br>Nassim JafariNaimi,<br>Georgia Tech<br><br>Topic:<br>Sweet Auburn<br>Digital Media Initiative | Feb 10<br>Review Day  | Feb 12<br><b>Unit 1 Exam</b>  |
| <b>UNIT 2: BODIES</b> |  |   |   |
| Wk 6                  | Feb 15<br><i>The Nature of Difference</i> , Introduction, pp. xi-xv. and Chapter 2, "Anatomical Observations," pp. 15-60.              | Feb 17<br>Davis, Kathy, "Surgical Passing: Or Why Michael Jackson's Nose Makes 'us' Uneasy," <i>Feminist Theory</i> 4.1(2003): 73-92.<br><br>Hammonds, Evelyynn, "New Technologies of Race," in Gill Kirkup et al., eds., <i>The Gendered Cyborg</i> , New York: Routledge, 2000, pp. 306-318.  | Feb 19<br>No class:<br>Emory Science Studies event  |
| Wk 7                  | Feb 22<br><i>The Nature of Difference</i> Chapter 3, "Immunity and Contagion," pp. 63-102.   | Feb 24<br>Haraway, Donna, "RACE: Universal Donors in Vampire Culture: It's all in the Family," in <i>Modest_Witness @Second_Millelium, FemaleMan@MeetsOncoMous e</i> , New York: Routledge, 1997: 213-165.  | Feb 26<br>In-class Video:<br><i>Unnatural Causes: Is Inequality Making us Sick?</i><br>"When the Bough Breaks"  |

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| Wk 8                    | Feb 29<br><i>The Nature of Difference</i><br>Chapter 5, "Techniques of Measurement," pp. 147-194. | Mar 2<br>Fausto-Sterling, Anne, "The Bare Bones of Race," <i>Social Studies of Science</i> 38.5(2008): 657-694.<br><br>Nelson, Alondra, "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry," <i>Social Studies of Science</i> 38.5(2008): 759-783.  | Mar 4<br>In-class Video:<br><i>African American Lives</i> Episode 4: "Beyond the Middle Passage" |
| Wk 9                    | Mar 7<br><i>The Nature of Difference</i><br>Chapter 7, "Hybridity and Admixture," pp. 237-267.    | Mar 9<br>Mercer, Kobena, "Black Hair/Style Politics," <i>new formations</i> No. 3 (Winter 1987), 33-54.<br><br>Johnson, Amber L., "Negotiating <i>More</i> , (Mis)labeling the body: A Tale of Intersectionality," in Boylorn and Orbe, eds., <i>Critical Autoethnography</i> , Left Coast Press, 2014, pp. 81-95. | Mar 11<br>Review Day   |
| Wk 10                   | Mar 14<br><b>Unit 2 Exam</b>  | Mar 16<br>Catch-up Day   | Mar 18<br>No class:<br>Prof at Vanderbilt conference   |
| Wk 11                   | SPRING BREAK  |  |  |
| <b>UNIT 3: PROJECTS</b> |   |  |  |
| Wk 12                   | Mar 28<br>Form groups for final projects, group work  | Mar 30<br>In-class research for final projects   | Apr 1<br>In-class research for final projects  |
| Wk 13                   | Apr 4<br>In-class work on final projects<br><br><b>Annotated Bibliographies due at midnight</b>   | Apr 6<br>In-class work on final projects   | Apr 8<br>In-class work on final projects   |
| Wk 14                   | Apr 11<br>Group Presentations of site-in-progress   | Apr 13<br>Group Presentations of sites-in-progress   | Apr 15<br>Group Presentations of sites-in-progress   |
| Wk 15                   | Apr 18<br>Group Presentations of sites-in-progress  | Apr 20<br>Group meetings with professor to discuss projects in progress  | Apr 22<br>Group meetings with professor to discuss projects in progress                          |
| Wk 16                   | Apr 25<br>Wrap-Up Class<br><br>Final Web Project and individual self-assessment due at midnight   |  |  |