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Syllabus

Race, Gender, Science in the Atlantic World

1161-AMH4671VC1161-12511

General Information

Professor Information

Instructor:

Alexandra Cornelius

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Office:

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Office Hours:

MW 11:00 pm - 12:00 pm

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Course Description And Purpose

In this fully on-line course, students will explore the ways that theories of racial and gendered differences in the Atlantic World influenced film, music, sports, and popular culture. Students will study controversial health and science related phenomena including: the eugenics movement; birth control and abortion, the fashion industry; the Tuskegee Syphilis experiment; public health, immigration debates, environmental racism; forced sterilization; sports media and medicine; alternative health, healing, and medicinal practices in the Caribbean and Latin America, and “scientific skepticism” in reggae and hip hop music. This course fulfills the upper-level GL requirement.

Course Objectives

By the end of this course, students will be able to:

- identify an author’s thesis, as well as evaluate author’s use of sources to support his/her argument.

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- discuss the extent to which race has functioned as an ideological construct that are informed by particular geographic and historical constructs.
- examine the ways in which scientific ideas have influenced immigration policy, birth control, health care, housing policy and environmental policy.
- evaluate the ways that science is disseminated via popular media and perpetuate societal ideas about racial and gendered differences.

Major And Curriculum Objectives Targeted

Goal I. Global Perspectives.

Outcome 1: Students will identify and describe global perspectives regarding racial and gendered differences. Students explore the ways race and gender, presumably fixed identities, are also informed by ideological, political and socioeconomic contexts. In doing so, students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

Outcome 2: Because the student body is quite diverse in its make-up FIU is an ideal environment in which students may examine their assumptions about racial and gendered differences. Students will demonstrate an understanding of their own racial, ethnic, and gendered identities as they are different and similar to the cultures of others in values, beliefs, and practices. They also will identify and describe global perspectives regarding racial and gendered differences. Using readings, debates, lectures, and films, students will consider from various angles the intersection of ethnicity, nationality, race, class, and gender in modern life.

Goal II. Global Awareness:

Outcome 3: Students will compare and contrast national and transnational scientific and social scientific institutions. In doing so, students will be able to discuss world conditions associated with local, global, international trends and systems as they relate to the generation of ideas about the construction of race and gender.

Outcome 4: Students will evaluate and map out the ways in which scientific ideas are disseminated and permeate popular culture. Students also will compare and contrast national and transnational scientific and social scientific institutions. Students will seek out additional recommended material on weekly topics that places the topics within broader, transnational contexts. These materials will be addressed in the lectures as they complement the required reading.

Goal III. Global Engagement

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Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving. Students will engage in problem solving activities in which they examine the responsibilities communities of people share in questioning ideas about racial and gendered differences. They also will examine the part they play as individuals. In doing so, students will write response essays to assigned readings and evaluate the extent to which the pieces challenge or affirm their ideas about racial and gendered differences.

Outcome 5: Students will identify the ways in which they will approach problem solving in the future. In doing so, students also will submit a personal manifesto that documents changes, if any, in their own attitudes about racial and gendered differences.

Teaching Methodology

The best classes often are those in which students express a diversity of ideas, thoughts, and opinions. The classroom is a space in which students should feel free to challenge each other intellectually, yet respectfully. Students should not feel compelled to blindly follow the instructor's or the presenter's analysis during the course of classroom discussions. However, participants will be expected continually to support their arguments and opinions with references to texts.

Read the texts critically. I encourage students to come to class prepared with notes articulating both negative and positive reactions to the texts. Underline, highlight, and note the page numbers in places where you were particularly struck by the merit of an author's argument or lack thereof. Students should be able to determine the main idea and stated purpose of each article and/or book and its historical context and significance. Students also should be prepared to discuss the ways in which authors use language, rhetoric, and tone, to articulate their ideas. Be prepared to analyze the ways in which the authors are persuasive as well as the ways in which the arguments falter. Other questions for consideration include: Who is the author's intended audience? In what ways does the author support his/her thesis? Are the author's assumptions valid or problematic? In what ways can the author's thesis be challenged? How does the author's work challenge or support others' you have read in the course?

Important Information

Policies

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Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

5. PowerPoint
 6. Turnitin.com ([Privacy Policy](#))
 7. YouTube ([Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Academic Honesty And Plagiarism

In order to make the most out of this course, you are expected to present your own best effort. Any attempt at plagiarism will result in a failing grade for the, for the entire course.

To avoid plagiarism, be sure to acknowledge the source, using the conventions of an appropriate academic documentation style (such as MLA and Kate Turabian). Also view FIU's policy below:

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Plagiarism

This Policy views plagiarism as one form of academic misconduct, and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is

the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

- Examples of plagiarism include, but are not limited to:
 - Term papers acquired online or from other sources;
 - Copying of original material without attribution;
 - Use of other students' work;
 - Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

For more information on plagiarism go to

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Course Prerequisites

There are no prerequisites for this course.

Textbook

Reproducing Empire

Laura Briggs

Univ of California Press, 2002

ISBN-10: 0520232585

ISBN-13: 9780520232587

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Working Cures

Sharla M. Fett

Univ of North Carolina Press, 2002

ISBN-10: 080785378X

ISBN-13: 9780807853788

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

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Body and Soul

Alondra Nelson

U of Minnesota Press, 2011

ISBN-10: 0816676488

ISBN-13: 9780816676484

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Eugenic Nation

Alexandra Stern

Univ of California Press, 2005

ISBN-10: 0520244443

ISBN-13: 9780520244443

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Additional Internet Resources

- [Race the Power of an Illusion](#)
- [Image Archive on the Eugenics Movement](#)
- [Is Race Real?](#)
- [Race Science Exhibitions](#)
- [Paris 1900: The Exhibit of American Negroes](#)

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar

Course Detail

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Course Communication

Communication in this course will take place via **email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. Emails are sent to the students' FIU email on record. The Email tool is located on the left side Course Menu (Blackboard user interface).

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Small Assignments

Small Assignments must be submitted by Sunday 11:59 p.m. (midnight) on the week assigned. Due to the quick pace of the course, **late assignments will not be accepted**.

Paper Topic, Working Thesis, And Annotated Bibliography

Students will submit a 1 page description of their paper topic.

This assignment is designed to give students an early start on their final papers. Students will submit a 3 to 5 page description of the paper, a thesis statement and an annotated bibliography of the key primary and secondary sources that will be used in the paper. For those students applying to graduate school, portions of this assignment may be used in their statements of purpose.

On the day that paper topics are due, students also will present their paper topic to the class. We will work collaboratively to think of possible resources and research questions that each student should consider while researching and writing the paper.

Critical Response Essay

You will be asked to submit a critical response essay to one of the assigned text and/or articles. The topic will be announced in advance and you will submit the paper via [turnitin.com](#). For the purposes of the response essays, you are not expected to include texts or articles outside of the assigned material. However, if you do use outside sources, please be sure to cite your sources. The paper will be judged primarily on the student's ability to support her/his arguments with textual references

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Personal Manifesto

In addition to content specific essays, students will be asked to write a personal manifesto at the beginning of the term in which they describe their thoughts and ideas on gendered and racial differences. They will submit at the end of the term another personal manifesto in which they articulate the ways in which the course material and class discussions have either affirmed or challenged their willingness to engaged global citizens.

Final Research Paper

Students will identify a paper topic and research question that are informed by the readings specific to this course. Papers should demonstrate students' ability to secure and analyze primary source materials and to engage secondary source scholars. Handwritten papers will not be accepted. **A late paper will be penalized half a letter grade for every day that it is late.** Papers should be 10-15 pages or more in length.

Each paper also must have a clearly defined thesis statement that appears in the first or second paragraph of the paper. A thesis statement succinctly provides the reader with the argument and the subject of the paper. The paper also must include primary source material.

For more guidance on how to write a thesis statement view:

http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

Please Note: For the purposes of writing papers, the use of Wikipedia, answers.com, and other similar non-scholarly websites is prohibited. You may also refer to scholarly books and articles secured via the online databases JSTOR and Project Muse.

Grading

Course Requirements

Small Assignments & Discussions

Description of Paper Topic, Working Thesis and Annotated Bibliography of Primary and Secondary Sources.

Response Essay

Personal Manifesto

Final Research Paper

Total

PLEASE NOTE: LATE ASSIGNMENTS WILL BE NOT BE ACCEPTED

Letter	Range	Letter	Letter
A	Above 93	B-	81 - 83
A-	91 - 92	C+	77 - 80
B+	87 - 90	C	74 - 76

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B Letter 84 - 86 C- Letter 71 - 73

Course Calendar

Weekly Schedule

Date	Task	Due Date	Submit To
Week 1: January 11-17			
<i>Introduction to Course: Does Race Matter?</i>			
View	Film: Motherland: A Genetic Journey		
Discussion	Participate in Discussion 1	Sunday, January 17	Discussion Board
Week 2: January 18-24			
<i>Gendering Race: The Transatlantic Experience</i>			
Holiday	<i>Monday, January 18 - MLK Holiday, University Closed</i>		
Readings	<ul style="list-style-type: none"> Article: Hermann Burmeister, <i>The Black Man. The Comparative Anatomy and Psychology of the African Negro</i>, 1-23. 		
Assignment	Submit Assignment 1	Sunday, January 24	Assignment Dropbox
Week 3: January 25-31			
<i>Conceptualizing Health, Healing, and Nature in the Americas</i>			
Readings	<ul style="list-style-type: none"> Text: Sharla Fett, <i>Working Cures: Healing, Health, and Power on Southern Slave Plantations</i>. 		
Discussion	Participate in Discussion 2	Sunday, January 31	Discussion Board
Assignment	Submit Assignment 2	Sunday, January 31	Assignment Dropbox
Week 4: February 1-7			
<i>Conceptualizing Health, Healing, and Nature in the Americas (Part II)</i>			
Readings	<ul style="list-style-type: none"> Text: Fett, <i>Working Cures</i>, Chaps 5-8 Article: Colin G. Calloway, "Indians, Europeans and the New World of Disease and Healing." 		
Assignment	Submit Response Essay	Sunday, February 7	Assignment Dropbox
Week 5: February 8-14			
<i>Eugenics Nation</i>			
Readings	<ul style="list-style-type: none"> Text: Alexandra Minna Stern. <i>Eugenics Nation: Faults and Frontiers of Better Breeding in Modern America</i> Article: Dylan Mathews, "Heritage study co-author opposed letting in immigrants with low IQ." Photo Gallery: Bracero Workers. <i>LA Times</i> 		
Discussion	Participate in Discussion 3	Sunday, February 14	Discussion Board
Week 6: February 15-21			
<i>Paper Topic, Working Thesis and Bibliography</i>			
Read	<ul style="list-style-type: none"> Article: Franz Fanon, "Medicine and Colonialism." <i>In A Dying Colonialism</i> 		
Assignment	Submit Paper Topic, Working Thesis and Bibliography	Sunday, February 21	Assignment Dropbox
Week 7: February 22-28			

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Date	Task	Due Date	Submit To
Bob Marley: A Case Study in the Clash between Western and “Natural” Approaches to Cancer Treatment			
Readings	<ul style="list-style-type: none"> ○ Article: Nursing with Dignity Part 5 ○ Article: “How Bob Marley Was Given Up To Die.” ○ Review: Franz Fanon, “Medicine and Colonialism.” In A Dying Colonialism 		
View	<ul style="list-style-type: none"> ○ “Marley” Movie Clips ○ Dr. Pee Wee Fraser on Bob Marley 		
Discussion	Participate in Discussion 4	Sunday, February 28	Discussion Board
Week 8: February 29 - March 6 <i>Race, Sex, Science and Imperialism</i>			
Readings	<ul style="list-style-type: none"> ○ Text: Laura Briggs. Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico. Chaps 1, 3 and 4 and 5. 		
View	Yo Soy Boriqua, Paque Tu Lo Sepas		
Discussion	Participate in Discussion 5	Sunday, March 6	Discussion Board
Week 9: March 7-13 <i>Science, Beauty and Popular Culture</i>			
Readings	<ul style="list-style-type: none"> ○ Article: Gentlemen, You’ve Never Had it So Good: Women are Getting More Attractive in Evolutionary Beauty Race ○ Article: Heavy Stubble Makes Men More Attractive ○ Article: Smiling Men Less Attractive to Women 		
View	<ul style="list-style-type: none"> ○ Science Of Beauty: 4 Physical Traits That Help Define Female Facial Attractiveness ○ School Girl Has Britain’s Most Scientifically Beautiful Face 		
Discussion	Participate in Discussion 6	Sunday, March 13	Discussion Board
Week 10: March 14-20 <i>Spring Break - University Open, No Classes.</i>			
Week 11: March 21-27 <i>Sex, Science, and Society</i>			
Readings	<ul style="list-style-type: none"> ○ Article: How Russia’s Science of Sex Threatens Gays ○ Article: A Regime’s Tight Grip on AIDS 		
View	<ul style="list-style-type: none"> ○ Women are Choosier ○ Mating for Life 		
Discussion	Participate in Discussion 7	Sunday, March 27	Discussion Board
Week 12: March 28 - April 3 <i>Sports and the Concept of Racial Superiority</i>			
Readings	<ul style="list-style-type: none"> ○ Article: John Hoberman’s <i>Darwin’s Athletes: How Sports had Damaged Black America and Preserved the Myth of Race</i> 		
View	Nazi Olympics Berlin, 1936		
Discussion	Participate in Discussion 8	Sunday, April 3	Discussion Board

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Date	Task	Due Date	Submit To
Week 13: April 4-10 <i>Health Activism</i>			
Readings	<ul style="list-style-type: none"> ○ Text: Alondra Nelson. Body and Soul: The Black Panther Party and the Fight against Medical Discrimination. Chaps 4-6 		
Discussion	Participate in Discussion 9	Sunday, April 10	Discussion Board
Week 14: April 11-17 <i>Health Activism (Part II)</i>			
View	<ul style="list-style-type: none"> • Paul Farmer: I believe in Health as a Human Right • Dr. Famer's Remedy 		
Discussion	Participate in Discussion 10	Sunday, April 17	Discussion Board
Assignment	Submit Personal Manifesto	Sunday, April 17	Assignment Dropbox
Week 15: April 18-24 <i>Music, Activists and the Urban Environment</i>			
View	<ul style="list-style-type: none"> ○ Majora Carter: Greening the Ghetto ○ Joni Mitchell, Big Yellow Taxi ○ Marvin Gaye. Mercy, Mercy Me ○ Mos Def, New World Water 		
Assignment	Participate in Discussion 11	Sunday, April 24	Discussion Board
Week 16: April 25 - May 1 <i>Final Week</i>			
Assignment	Appointments with the Professor. Complete Final Research Paper	Sunday, May 1	Assignment Dropbox

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