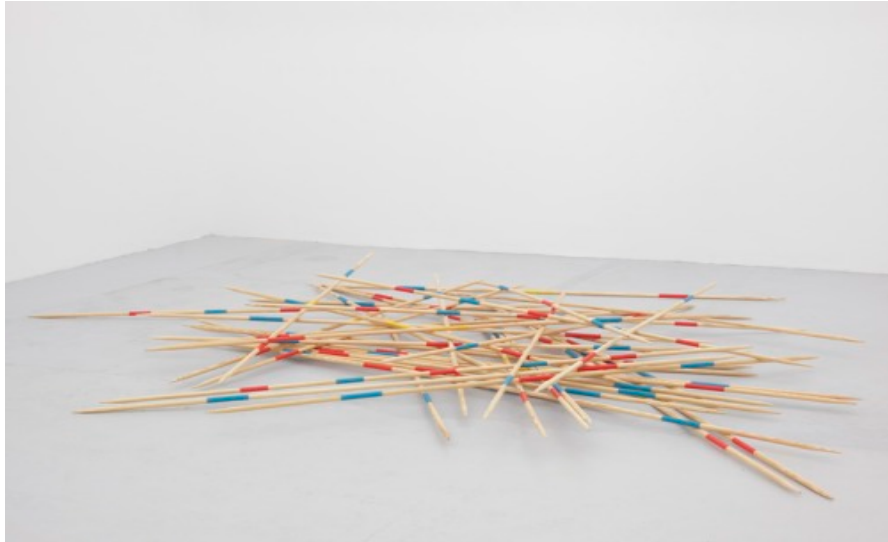


HON 394, Spring 2015

From the F-word to Crip Theory: **Science, Social Justice and Activism**



*Shanghai 2009* by Jota Castro, Peru

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### **Course description:**

Science and medicine are incredibly powerful forces that have the power to heal, destroy, create, disrupt, and organize our lives. This course will interrogate the ways in which health, medicine, technology, and scientific practices are created, organized by and situated within complex social and structural dynamics. We will draw on science and technology studies, bioethics, and theories from the feminist, race and disability communities to think about the ways in which social justice is both promoted and hindered by science and medicine. We will look at specific instances of scientific dissent and interrogate the power of lay citizens to change the direction and speed of scientific progress.

### **Required texts:**

The readings will be posted online, in the Readings folder of our class Blackboard site.

### **Schedule of Readings<sup>1</sup>**

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<sup>1</sup> Please note that this list of readings is subject to change, so consider this document to be organic and fluid. I welcome suggestions for topics you would like to explore and am happy to make changes.

Week 1: Introduction to the Class

Grzanka, P.R. 2014. "Science and Technology Studies as Tools for Social Justice" in *Intersectionality: A Foundations and Frontiers Reader* (Boulder, CO: Westview Press), pp. xi-xxv, 259-265.

Week 2:

Sarewitz, D. 2003. "Science and Happiness." In *Living with the Genie*, edited by A. Lightman, D. Sarewitz, and C. Desser, 181-200. Washington, DC: Island Press.

Haraway, D. (1988) 2014. "Situated Knowledges and the Persistence of Vision." In *Intersectionality: A Foundations and Frontiers Reader*, edited by Patrick Grzanka, 41-48. Boulder, CO: Westview Press.

Haraway, D. (1987) 2013. "The Cyborg Manifesto and Fractured Identities." In *Social Theory (5<sup>th</sup> Edition)*, edited by Charles Lemert, 393-396. Boulder, CO: Westview Press.

Recommended:

Weasel, L.H. "Feminist intersections in Science: Race, Gender and Sexuality Through the Microscope," *Hypatia* 19 (2004): 183-193.

Rose, N. "The Politics of Life Itself." *Theory Culture Society* 2001; 18(6): 1-30.

Week 3:

Delborne, J. "Transgenes and Transgressions: Scientific dissent as heterogeneous practice." *Social Studies of Science* 2008; 38(4): 509-541.

Recommended:

Wynne, B. (2014). "Misunderstood Misunderstandings: Social identities and public uptake of science." In *Misunderstanding Science*, edited by A. Irwin and B. Wynne, 19-46. Cambridge: Cambridge University Press.

Allen, B. "Shifting Boundary Work: Issues and tensions in environmental health science in the case of Grand Bois, Louisiana." *Science as Culture* 2004; 13(4).

Week 4:

Somerville, S.B. "Scientific Racism and the Emergence of the Homosexual Body," *Journal of the History of Sexuality* 1994; 5: 243-266.

Listen: "Episode 204: 81 Words." *This American Life* 18 January 2002. Accessed online at <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>.

Recommended:

Hacking, I. "The Making and Molding of Child Abuse." *Critical Inquiry* 1991; 17(2): 253-288.

"Special issue: Bioethics, Sexuality, and Gender Identity." *Journal of Bioethical Inquiry* 2012; 9(3). Accessed online at <http://bioethicalinquiry.com/issue-9-3/>.

"Special issue: Queer Bioethics." *Journal of Homosexuality* 2014

Watch: The Imitation Game

Week 5:

Jain, L. "Cancer Butch," *Cultural Anthropology* 2007; 2: 501-538.

Recommended:

Jain, L. (2013). *Malignant*. Palo Alto, CA: Stanford University Press.

Stacey, J. (1997). *Teratologies: A Cultural Study of Cancer*. London: Routledge.

Sulik, G. (2012). *Pink Ribbon Blues: How Breast Cancer Culture Undermines Women's Health*. New York: Oxford University Press.

Watch: Wit

Week 6:

- Bowleg, L. "The Problem with the Phrase *Women and Minorities*: Intersectionality—an important theoretical framework for public health." *American Journal of Public Health* 2012; 102(7): 1267-1273.
- Shim, J.K. "Constructing 'Race' Across the Science-Lay Divide: Racial Formation in the Epidemiology and Experience of Cardiovascular Disease," *Social Studies of Science* 2005; 35: 405-436.
- Bridges, K. (2011) 2013. "Wily Patients and Welfare Queens." In *Intersectionality: A Foundations and Frontiers Reader*, edited by P.R. Grzanka. Boulder, CO: Westview Press, pp. 286-293.

Recommended:

- Krieger, N. "Embodiment." *Journal of Epidemiology and Community Health* 2005; 59: 350–355.
- Krieger, N. "Does racism harm health? Did child abuse exist before 1962? — on explicit questions, critical science, and current controversies: an ecosocial perspective." *American Journal of Public Health* 2003; 93: 194–9.
- Thompson, C. "Confessions of a Bioterrorist: Subject position and reproductive technologies," in E. Ann Kaplan and Susan Squier (Eds.), *Playing Dolly: Technocultural Formations, Fantasies, and Fictions of Assisted Reproduction* (Rutgers University Press, 1999), pp. 189-219.

Week 7:

- Roberts, D. (2013). "Pharmacoethnicity," in *Fatal Invention: How Science, Politics, and Big Business Re-Crete Race in the Twenty-First Century*. Xx: The New Press.
- Duster, T. "Race and Reification." *Science* 2005; 307(5712): 1050-1051.

Recommended:

- Harmon, A. "In DNA Era, New Worries about Prejudice." *New York Times* 7 November 2009. Accessed online at <http://www.nytimes.com/2007/11/11/us/11dna.html>.
- Kahn, J. "Race, Pharmogenomics, and Marketing: Putting BiDil in Context." *American Journal of Bioethics* 2006; 6(5): W1-W5.
- Reardon, J. 2004. *Race to the Finish: Identity and Governance in an Age of Genomics*. Princeton, NJ: Princeton University Press.
- Wald, Priscilla. "Blood and Stories: How genomics is rewriting race, medicine and human history." *Patterns of Prejudice* 2006; 40(4-5): 303-333.

Week 8:

- Excerpts from: Epstein, S. (2007). *Inclusion: The Politics of Difference in Medical Research*. Chicago: University of Chicago Press.
- Watch: "How to Survive a Plague" (2012)

Recommended:

- Epstein, S. 2003. *Impure Science: AIDS, activism and the politics of knowledge*. Berkeley, CA: University of California Press.
- Marks, H.M. 1997. *The Progress of Experiment: Science and therapeutic reform in the United States, 1900 to 1990*. Cambridge, UK: Cambridge University Press.

Week 9:

- Excerpts from: Petryna, A. 2014. *When Experiments Travel: Clinical Trials and the Global Search for Human Subjects*. Princeton, NJ: Princeton University Press.

Recommended:

- Barlett, D.L. and J.B. Steele. "Deadly Medicine." *Vanity Fair* 2011. Accessed online at <http://www.vanityfair.com/politics/features/2011/01/deadly-medicine-201101>.
- Fisher, J. 2008. *Medical Research for Hire: The Political Economy of Pharmaceutical Clinical Trials*. New Brunswick, NJ: Rutgers University Press.

Watch: The Constant Gardener

Week 10:

Beck, U. "Climate for Change, or How to Create a Green Modernity," *Theory, Culture & Society* 2010; 27(2-3): 254-66.

Recommended:

Kaijser, A. and A. Kronsell. "Climate Change through the Lens of Intersectionality." *Environmental Politics* 2014; 23(3): 417-433.

Week 11:

Hecht, G. "Nuclear Janitors: Contract Workers at the Fukushima Reactors and Beyond." *The Asia-Pacific Journal* 2013; 11(1.2). Accessed online at: [http://www.japanfocus.org/site/make\\_pdf/3880](http://www.japanfocus.org/site/make_pdf/3880)

Hecht, G. 2012. *Being Nuclear: Africans and the Global Uranium Trade*. Cambridge, MA: MIT Press, Chapter 1 (especially pp. 6-16, 22-29).

Petryna, A. "Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations." *Osiris* 2004; 19: 250-265.

Recommended:

Petryna, A. 2011. *Life Exposed*. Princeton, NJ: Princeton University Press.

Sloths Against Nuclear State. 2012. "Gabrielle Hecht on Nuclearity and Colonial Aspects of Nuclear Productions." <http://vimeo.com/51438094>

Watch: Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb (1964)

Week 12:

Excerpts from: Garland Thompson, R. 1997. *Figuring Disability in American Culture and Literature*. New York: Columbia University Press.

Wolbring, G. 2003. "Confined to Your Legs." In *Living with the Genie*, edited by A. Lightman, D. Sarewitz, and C. Desser, 139-156. Washington, DC: Island Press.

Recommended:

Terry, Jennifer and Jacqueline Urla (Eds.) 1995. *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*. Bloomington, IN: Indiana U. Press.

Hirschmann, N.J. "Disability as a New Frontier in Feminist Intersectional Research," *Politics and Gender* 2012; 8: 396-405.

Sanghavi, D.M. "Wanting Babies Like Themselves, Some Parents Choose Genetic Defects." *New York Times* 5 December 2006. Accessed online at <http://www.nytimes.com/2006/12/05/health/05essa.html>.

Harmon, A. "Prenatal Test Puts Down Syndrome in Hard Focus." *New York Times* 9 May 2007. Accessed online at <http://www.nytimes.com/2007/05/09/us/09down.html>.

Week 13:

Oudshoorn, Nellie. "On masculinities, technologies, and pain: The testing of male contraceptives in the clinic and the media." *Science, Technology, and Human Values* 1999; 24(2): 265-289.

Excerpts from: Takeshita, C. 2012. *The Global Politics of the IUD: How science constructs contraceptive users and women's bodies*. Cambridge, MA: MIT Press.

Week 14:

Reich, J. "Neoliberal Mothering and Vaccine Refusal." *Gender and Society* 2014; 28(5): 679-704.

Recommended:

Norgaard, K.M. 2011. *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, MA: MIT Press.

Week 15: Conclusion

Cooper, B. “**America’s sex and race failure: Why Raven-Symone and an Ohio couple are struggling.**”

*Salon* 8 October 2014. Accessed online at:

[http://www.salon.com/2014/10/08/americas\\_sex\\_and\\_race\\_failure\\_why\\_raven\\_symone\\_and\\_an\\_ohio\\_couple\\_are\\_struggling/](http://www.salon.com/2014/10/08/americas_sex_and_race_failure_why_raven_symone_and_an_ohio_couple_are_struggling/).

### **Readings**

Asking yourself the following questions forces you to take a stance of curiosity toward the reading, and will help you prepare thoughtful responses to our texts. You should be able to answer these questions for each text before you come to class.

- What questions is the author asking?
- What assumptions is the author making?
- What controversial claims does the author make, and what are the possible objections?
- What interesting (non-obvious, original, thought-provoking) question does the author make and why is it interesting?
- What conclusions does the author draw, and what are the implications of those conclusions?

### **Assessment**

This course will be a dynamic, discussion-based class that demands a high level of engagement from the students. Students are required to complete all assigned readings and come to class prepared for discussion. The final grade for the course will be based on participation (60%), media analysis (10%), discussion questions (5%), and a final assignment (25%).

### ***Participation***

Your participation grade will be assessed by the quality of your in-class contributions, and your participation in in-class group activities. Things that will help improve your participation score include: coming to class prepared, contributing productively and thoughtfully to the discussion at least once per class meeting, responding to your classmates’ comments. Things that will hurt your participation in class include: being disruptive (talking to your neighbor, texting, forgetting to put your mobile on silent), being unprepared, checking e-mail or online shopping, sleeping in class, being late, not bringing the text(s) to class.

Daily attendance is required; you must attend class to participate. If you miss three or more classes, your final grade will be lowered by one grade (i.e., your maximum possible grade will be a B). If you miss five classes, your grade will be lowered by two letter grades (i.e., maximum C). I reserve the right (and am likely) to give a failing grade in the course to those who miss twenty percent or more of the class meetings for any reason.

### ***Media Analysis***

You will sign up for one day when it is your responsibility to present a relevant and recent (within the last 6 months) news article to the class. When it is your turn to present, you will (1) send me a link to the news story 24 hours before class, and (2) briefly summarize the story in class and explain the pertinent connections to our class material. You will also hand in a 250-400 word summary and reflection of the article.

### ***Discussion Question***

Each student is responsible for providing one substantive discussion question on an assigned day. Please send the question at least 24 hours before class. I will post guidelines for crafting strong discussion questions on Blackboard.

### ***Final Assignment***

You can choose from one of the following assignments:

1. Theory biography: Choose a concept from Science & Technology Studies (e.g., boundary object, co-production/co-constitution, risk, actor-network theory, imaginaries, etc) and write a 5-page

“biography” of that concept, including citations of the original source of the term and five sources that use that term.

2. **Activist Imaginary:** Choose a scientific or technological problem and imagine an act of protest or dissent. What measures might be most effective in changing the course of research and development? Who are the key actors and how might they be incentivized to get involved?
3. **Activist History:** There are some incredible examples of citizens speaking/acting out against scientific and technological development (e.g., protests against nuclear energy, ballot propositions banning fracking in particular towns or counties, anti-GMO protests, etc). Choose an example of a campaign for or against a particular technology and briefly explore the history. What were the key points of controversy? Who faced resistance from whom? What actions were taken and what were the consequences, if any?

### **Ethics and Multiculturalism**

The Barrett community is committed to upholding values of academic, professional and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. I hope that you will contribute your unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate in our course discussions. Thoughtful discussions on multiculturalism and diversity will enhance each person's experience within and beyond the classroom.

### **Plagiarism**

If you submit work that is not your own, you will be fully disciplined in accordance with university policies. Cheating, plagiarism, or other forms of academic dishonesty are strictly forbidden and will result in a failing grade for the assignment, the class, and disciplinary action with the Dean. It is your responsibility to be aware of, understand, and adhere to the rules and regulations of The Barrett Honors College. Please review the ASU Academic Integrity Policy and available resources here: <https://provost.asu.edu/academicintegrity/students>. The policy is also posted on Blackboard, in Essay Materials.

### **Documented Disabilities**

Students with permanent or temporary disabilities who would like to discuss course requirements and accommodations are asked to see the instructor within the first week of class.