Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>School of Transborder Studies</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>TCL</td>
<td>Number 410</td>
</tr>
<tr>
<td>Title</td>
<td>Race, Medicine and the Body</td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No

Is this a shared course? No If so, list all academic units offering this course

Course description:
The ways in which medicine, disease, and health outcomes are affected by culture, gender, and social location.

Requested designation: Literacy and Critical Inquiry-L

Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SG/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☑ Signed General Studies Program Course Proposal Cover Form
☑ Criteria Checklist for the area
☑ Course Syllabus
☑ Table of Contents from the textbook and list of required readings/books

Contact information:
Name Patricia Corona Phone (480) 965-9426
Mail code 6303 E-mail Patricia.Corona@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Carlos G. Velez-Itanen Date: 01/21/19
Chair/Director (Signature): 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td>✚</td>
<td></td>
</tr>
</tbody>
</table>

#### CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report*  

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Identification Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Syllabus, section &quot;Grading &amp; Assessment&quot;</td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-1".

---

#### CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence  

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Identification Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Syllabus, pg. 2, #6 and pg. 3, #7; Appendix 1: Final Paper Rubric pg. 11</td>
</tr>
</tbody>
</table>

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

---

#### CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams  

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Identification Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Syllabus, pg. 2, #4,#6 and pg. 3, #7 in &quot;Grading &amp; Assessment&quot; Section; Appendix 2, pg. 12</td>
</tr>
</tbody>
</table>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".
## ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus: Please see Dates for &quot;Revised Final Paper Outline and Annotated Bibliography&quot; (pgs. 2, 8, 9) and &quot;Peer Review of Final Papers&quot; during the last week of class (pg. 10).</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process—and label this information "C-4".
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Exactly 55% of the assignments listed in the syllabus depend upon writing prepared essays, speeches and an in-class essay examinations that require the students to gather, interpret and evaluate evidence and prepare a summary report. The remaining 45% are based on attendance (10%), in-class participation (10%), and in-class quizzes (25%)</td>
<td>1. Group Presentation (10%): A group presentation that is a critical summary of an article. See Page 2, #4 of syllabus &amp; Page 12 for structure of group presentation, &quot;Critique Sheets.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Midterm Examination (15%): There will be a mid-term examination with one short essay (1-2 paragraphs) and one longer essay (5 paragraphs or more) The students interpret and evaluate evidence to prepare a persuasive essay (See Page 2, #5 of syllabus).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Revised Final Paper Outline and Annotated Bibliography (10%): In this assignment, the students gather references, interpret texts, and evaluate how they will prepare their final paper for the course (See Page 2-3, #6 of Syllabus).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Final Paper (20%): The final paper is a culmination of the critical inquiry skills the students have learned in the course. (See Page 3, #7; Page 11 of Syllabus for rubric).</td>
</tr>
<tr>
<td>C-2</td>
<td>The composition tasks related to creating the &quot;Final Paper Outline &amp; Annotated Bibliography&quot; and &quot;Final Paper Assignment&quot; involve 1) gathering other sources outside of the classroom readings that are from peer-reviewed journals or book chapters from academic</td>
<td>See Syllabus Pages 2-3, #6&amp;7, and Appendix 1, Final Paper Rubric.</td>
</tr>
</tbody>
</table>
presses; 2) interpreting the bibliographic materials for their paper's argument; and 3) evaluating the evidence they present in their final paper.

| C-3 | In addition to the in-class essay examination, substantial writing and speaking tasks include: 1) a Group Presentation, critically assessing an article that they choose from the syllabus; 2) the Final Paper Outline & Annotated Bibliography; and 3) the Final Paper. |
| C-4 | The First draft of their Final Paper Outline is due on 3/28/2014 and I will return it to them with my feedback and suggestions for additional readings on 4/1/2014. This tentative outline is not graded. The Revised Final Paper Outline and Annotated Bibliography will be due 8 days later on 4/9/2014. This will be the outline they should follow for their Final Paper, which is due a month later. Moreover, a draft of the paper is reviewed with a pre-assigned peer during the final week of class 4/28-4/30/2014. I review their partner’s comments and ask to meet with students individually if their partner indicates that the paper would not receive a passing grade. They have a week to make any necessary revisions. |

Underlined and marked “C-3” in syllabus pgs 2-3; Appendix 2 Group Presentation Areas to Address Page 12

See Syllabus, Page 2, #6; Page 8 &9

See Syllabus, Page 3, #7; Page 10
TCL 410 Race, Medicine and the Body
Mondays & Wednesdays 3:00-4:15 pm
Arizona State University—TEMPE Farmer Building Room 216

Instructor: Airín Denise Martínez, PhD
Office: Interdisciplinary B
Phone: (480) 727-6091
Email: admarti1@mainex1.asu.edu or airin.martinez@gmail.com
Office Hours: Wednesdays 12:00 PM-1:00 PM and by appointment

Course Description:
Race is deeply inscribed in the ways Western biomedicine conceives of and deals with bodies. This course explores historical and contemporary approaches to the issues of race/ethnicity and the body, in particular challenging biomedical approaches to the body, health and disease. The course will explore how the body/embodiment and race/ethnicity have been constructed within and by sciences, medicine, and technology development. This course will include: 1) historical and contemporary constructions of differences; 2) impacts of scientific constructions of the body, particularly the racialized body, in scientific work and on biomedicine; 3) feminist and postcolonial critiques of scientific epistemologies and practices; and 4) (re)valuation of indigenous knowledges and sciences (decolonization of knowledges). Since this course is within the School of Transborder Studies, the issues of race/ethnicity and (post)coloniality in development and globalization will also be explored.

Required Texts:
The readings are a combination of journal articles, webpages and book chapters, which are all available on either Blackboard and Course Reserves. If there is an electronic link to the book chapter, journal article, or webpage, they are on Blackboard and can be accessed with the links provided in this syllabus. However, the book chapters are available via Course Reserves.


Objectives of course:
• to have students develop a critical perspective about Western biomedicine, that goes beyond biological paradigms;
• for students to be able to articulate and analyze the socio-political nature of Western biomedicine, with feminist, postcolonial, and critical theories, with particular attention to how race-based and other biases manifest in the contemporary US and its territories.
• for students to have a more critical understanding of how Western biomedicine both influences and reflects societal beliefs and the dynamics of difference

Organization of the Class
This class is a seminar, which means that there will be less lecturing and more discussion. Lectures will primarily provide context and background for the readings, but may also present different perspectives of the topic. Individual participation by all students is crucial to the success of the class. An important goal of the course is to develop interpretative reading and critical thinking skills. This course will require students to engage in close reading and explication of whatever text she/he is assigned.

Course Requirements
ASU Email Account: I will make several announcements via email using your ASU email accounts. Please check your ASU email accounts regularly, or have your ASU email forwarded to your main email account. Not reading my emails to the class because you do not use your ASU email, or are having technical difficulties, is not an excuse for not reading something, turning in an assignment, or responding to your classmates’ requests.
Blackboard account: You are required to have an active Blackboard account. Many of our assignments, announcements, and course documents can be found on Blackboard. Last-minute announcements will be created via mass email.

Electronic device use, Cell Phones, Texting and E-Chat Policy
I support the use of technology as a resource for taking notes, studying, and producing assignments. However, I do not appreciate and will not tolerate students using their smartphones, laptops, iPads and other devices to chat to others in or outside of class, send text messages, or receive personal phone calls. There will be consequences if your phone goes off in class, or I hear a little G-chat "ping" while class is in session. If these electronic devices go off in class you will be required to sing to your classmates.

You cannot wear headphones. You may NEVER use your cell or smart phone in class, except for an emergency.

Grading and Assessment
1. Class attendance—Worth 10% of your final grade. All absences will be recorded. We will have several in-class exercises, lectures, and student presentations that require you to attend class everyday. Not to mention, we cannot have class without you! You will be allowed only THREE (3) class absences, excluding days when exams are scheduled and assignments are due. Late assignments will not be accepted. Make-up exams will only be allowed with proper documentation, such as a doctor’s note or court summons. You will have 1 point deducted from your attendance grade for each day that you miss after three absences.

2. Participation—Worth 10% of your final grade. ALL students are expected to come to class with a thorough knowledge of the material up for discussion, notes on the main ideas and your interpretation and analysis of the materials. In other words, you must come to class prepared for informed and thoughtful discussion of the reading material. Your constructive contribution to class discussions is worth 10% of your final grade.

3. In-Class Quizzes – Worth 25% of your final grade. Ten quizzes will be administered during the course of the semester. They will be administered in the first ten to fifteen (15) minutes of class. The format of the quiz will be 2-5 questions that require short answers. The goal of the quizzes are to identify the main themes in the readings, prepare you for the midterm exam or final paper, and explore the interpretation of that article during our discussion. I will make an announcement on BlackBoard a day or two before I administer the quiz. Each quiz will be based on that day’s required reading(s). So, if I tell you on Monday, February 3rd that we will be having a quiz during the next class, the quiz will be based on the class readings scheduled for Wednesday, February 5th.

4. Group Presentations—10% of your final grade. A group of five to six students will be required to work as a team to produce an oral presentation that is a critical summary of a pre-selected article for that week. The pre-selected article will be marked with an asterisk (*) in the course reading list. The group presentations are an opportunity for students to lead the discussion in the course using their voice, their experiences, and the readings in the course. Your presentation will help me understand what else needs clarification in the course. The group’s critique of the reading is a way to: 1) facilitate co-learning between the students and the instructor; 2) promote your critical inquiry skills; and 3) practice your presentation skills.

5. Midterm Examination- Worth 15% of your final grade. There will be a one-hour and 15 minute in-class examination on important theoretical concepts on Wednesday, March 5, 2014. The format of the exam will include identifications, one short essay, and one long essay. We will have a review of the midterm exam on Monday, March 3, 2014.

6. Revised Final Paper Outline and Annotated Bibliography—10% of your final grade. You will submit a tentative outline (one page) of your proposed topic and approach on Friday, March 28, 2014 at 11:59 PM in the Blackboard dropbox. I will provide you feedback on your proposed paper topic and some suggested readings by Tuesday, April 1st. A revision of that outline, which includes my feedback, and a preliminary annotated bibliography is due April 9th at 11:59 PM in the Blackboard dropbox. A week before the
paper is due, you will work in small groups and peer review each others’ final paper in order to provide substantive feedback about the paper.

7. Final Paper—Worth 20% of your final grade
You will have to write a 12-15 page paper in which you choose a biomedical topic, health outcome, medical scientific innovation or procedure, or biomedical or health research approach that is specifically used for an racial/ethnic minority group and how it is shaped by biomedicine and/or science and how it legitimizes racialized approaches to the body. The final paper is due via BlackBoard SafeAssign on Wednesday, May 7, 2014 at 11:59 PM (Please submit as an .rtf document, 12-pt font, double-spaced, MLA/APA/ASA Manual of Style).

The paper may be one of the following:
1) a theoretical application on a topic of your choice, as it relates to race, medicine and the body. You may choose any one theory that we have engaged in class and apply it to any biomedical or health topic that specifically affects racial/ethnic minorities in a US or international context;
2) a literature review, which is a fairly ambitious and well-focused discussion of how the literature has approached a topic in medicine or health as it relates to race, medicine and the body. For example, some students have conducted literature review of how Omi & Winant’s Racial Formation theory has been used to examine topics in race, medicine and the body. In another example, students have reviewed literature describing how the Nuremberg Experiments created knowledge about the biological constructs of race, and ended by identifying what research still needs to be done on this topic. We will have several articles in the class that will serve as good examples, too;

I will provide a Writing Workshop six weeks before you submit your final paper on Wednesday, April 2nd, 2014.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>2.5 (10 quizzes)</td>
<td>25</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Revised Final Paper Outline &amp; Annotated Bibliography</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Policy for TCL 410

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-98</td>
<td>A</td>
</tr>
<tr>
<td>89-92</td>
<td>A-</td>
</tr>
<tr>
<td>86-88</td>
<td>B+</td>
</tr>
<tr>
<td>83-85</td>
<td>B</td>
</tr>
<tr>
<td>79-82</td>
<td>B-</td>
</tr>
<tr>
<td>75-78</td>
<td>C+</td>
</tr>
<tr>
<td>69-74</td>
<td>C</td>
</tr>
<tr>
<td>60-68</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>E</td>
</tr>
</tbody>
</table>
## Weeks 1-3 Introduction to Race, Medicine and the Body

The first three weeks of this course are essential for engaging with the topic of race, medicine and the body. For instance, how is the body approached in medicine? How is race constructed by and through biomedicine? How is it possible for (bio)medicine to perpetuate the construction of racialized bodies? Important concepts that we will cover during the introductory period are the body, biopolitic, biopower, discourse, race, racism, (bio)medicine, and medicalization. These first three weeks will also be pertinent to learning how to critically read theory and empirical works that apply social theory.

<table>
<thead>
<tr>
<th>DATE</th>
<th>OBJECTIVES</th>
<th>READINGS/ASSIGNMENTS/ACTIVITIES</th>
</tr>
</thead>
</table>
| 1/13/2014  | Race, Medicine and the Body as Objects of Study                             | 1. Introduce ourselves
2. Clarify what this course is, and what it is not.
3. Create a SWAT Map of the arenas, social worlds, institutions and organizations that engage with (bio)medicine. |
|            |                                                                             | Readings:
|            |                                                                             | IN-CLASS ACTIVITIES:
1) Introductions
2) Social Worlds/Arenas Map of Medicine |
| 1/15/2014  | Reading & Critiquing Theory                                                 | 1. Review the SWAT Map that we created in class.
2. Discuss what is taken-for-granted in reading? What is taken-for-granted in the college classroom?
3. Develop strategies to approach theory and this course.
4. Provide basic definitions and terms. |
|            |                                                                             | Readings:
|            |                                                                             | In-Class Exercise:
1. Reflexivity Exercise: What do we take-for-granted in reading for the college classroom? |
| 1/20/2014  | NO CLASS—Reverend Martin Luther King, Jr. HOLIDAY                           | *

| 1/22/2014  | Medicine as a Form of Social Control I                                     | 1. Discuss through Foucault's archaeology, that social and historical forces that shaped (bio)medicine as a rational and scientific knowledge, profession, and social institution.
2. Under how (bio)medicine is an institution of social control. |
|            |                                                                             | Readings:
|            |                                                                             | In-Class Activities:
1. Select student groups & theme weeks |
**Medicine as a Form of Social Control II: Medicalization & Race**

<table>
<thead>
<tr>
<th>1/29/2014</th>
<th>The Body in Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe how Western philosophy has approached the body.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss how medicine can create deviant bodies, particularly the racialized body.</td>
</tr>
</tbody>
</table>

**Readings:**

**2/3/2015**

**Race as Biological Concept**

| 1. | Describe how science and medicine have constructed race as a biological construct |
| 2. | Introduce the Lewontin Fallacy |
| 3. | Understand the politics of biological determinism |

**Readings:**

**2/5/2014**

**Laboratory**

**ACTIVITY:** This day you are charged with taking the Implicit Association Test (IAT) Exam and sending me your results. I will NOT report them to class, but I will present them in aggregate. This assignment will count as one quiz grade.

[<https://implicit.harvard.edu/implicit/>](https://implicit.harvard.edu/implicit/)

**Historical and Contemporary Constructions of Race in Health and Medicine**

Now that we have a taste of what it means to critically engage race, medicine and the body, we will begin to explore the history of medicine and public health in the formation of race and unequal race relations. Before we begin exploring these historical examples, it is important that we understand how race has been constructed in the US and where it remains today. Why was race and the racialized body so important in colonialism and development? How did the racialized body become the ideal subject of eugenics, reproductive technologies, and immunology? It is difficult to discuss race without gender or religion as they are deeply interspersed in the way societies are organized, and how medicine and biomedical science is practiced and reproduced. Although the contents of the following weeks are focused on the constructions of race in health and biomedicine, we will touch also see how gender, sexuality, class, and other constructions of difference play into the construction of racialized bodies and biomedicine.

**2/10/2014**

**Racial Formation in the United States**

| 1. | Provide a tangible example of how race is a social construction through an in-class exercise. |
| 2. | Describe what are the |

**In-Class Exercise:** Understanding Race as a Social Construction (No Group Presentations for this day)
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
ACTIVITY Documentary: “La Operación” |
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Notes</th>
</tr>
</thead>
</table>
2. Discuss how the anti-imperialist activists were in conflict with women's movements in Puerto Rico. |
http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;cc=acls;idno=heb04341.0001.001;view=toc (Click on Chapter 5) |
| 3/3/2014   | Medicine at the Borders                      | 1. Describe politics and race relations at the US-Mexico Border  
2. Examine how these discourses of difference have permeated in the modern immigration debate. |
**You will not be responsible for this material on the MIDTERM EXAM** |
| 3/3/2014   | MIDTERM REVIEW                               |                                                                                                                                   |
| 3/3/2014   | MIDTERM EXAMINATION                          |                                                                                                                                   |
| 3/5/2014   |                                                                 | March 10-14 NO CLASSES--SPRING BREAK!! Have fun!                                                                                   |
| 3/17/2014  | Postcolonial Theory                          | 1. Describe the basic tenets of postcolonial theory.  
2. Introduce one of the conceptual frameworks used to critique biomedicine’s approach to racialized bodies. |
| 3/19/2014  | Empirical & Standpoint Feminism              | 1. Describe the tenets of empirical and standpoint feminism.  
2. Introduce how feminism is used to                                                                                              |
http://web.ebscohost.com.ezproxy1.lib.asu.edu/ehost/pdfviewer/pdfviewer?sid=f3b350a7-4a44-4c8f-a906-
### 3/24/2014

**Writing Workshop!!**

Lecture: “Structuring a research paper and literature review” & “Who are the key feminists in biomedicine and science studies?”


---

### Consequences of Scientific and Biomedical Constructions of the racialized body (MACRO)

*We have come to learn the many ways that biomedical constructions of race and the racialized body justified social institutions (i.e., slavery), social programs (Manos de la obra), public policies, and possible explanations as to why population-level medical practices (mass sterilization) are created. The following weeks are meant to examine the ways biomedical science and technologies are implicated in the politics of ‘race’, ethnicity, and racism. In this section of readings, we see how race informs scientific agendas and the creation of biomedical technologies such as prescription drugs. Finally, we will end by examining just how far social constructionist critiques can go when it come to the embodiment of racism and genomic research.*

---

### 3/26/2014

**Scientific agendas & the organization of biomedical research about race**

1. Understand the paradigm shift in race, medicine, and the body to one that is preoccupied with “Niche Standardization.”
2. Discuss how “Niche Standardization” leads to “Recruitmentology.”
3. Identify the shortcomings of “recruitmentology.”

---


---

### Preliminary Final Paper Outline DUE Friday, March 28, 2014 at 11:59 PM

1. Describe the limitation of the social construction of race in health and medicine.
2. Discuss the biological consequences of racism.

---

### Consequences of Scientific and Biomedical Constructions of the racialized body (MICRO)

*The constructions of the body, race and the racialized body in biomedicine not only create inequalities, but also constrain the creativity of science and the advances of biomedicine and biomedical technologies. Moreover, the biomedical
definitions of the body, race, and the racialized body also undermine people’s embodied experience. In the following weeks, we will explore at the social psychological (micro) level, how these constructions have consequences in people’s everyday lives and continue to create adverse consequences.

4/2/2014
How the racialized body jeopardizes lived experience


Course Reserves

4/7/2014
Race and Genetics


4/9/2014
Race and Genetics

Revision of Final Paper Outline & Annotated Bibliography DUE April 9th at 11:59 PM


4/14/2014
Perpetuating the Racialized Body I


4/16/2014
Perpetuating the Racialized Body II


4/21/2014
Contemporary Decolonization of Biomedical Constructions of Race & the Body


2. On 4/23/2014 Watch "Unnatural Causes: Is Inequality Making us Sick?"
<table>
<thead>
<tr>
<th>4/28 &amp; 4/30</th>
<th></th>
<th></th>
<th>Peer Review of Final Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Paper Due: May 7, 2014 at 11:59 PM via BlackBoard SafeAssign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit an .rtf file for the final paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel free to come by my office during finals week if you have questions or would like to discuss your paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a great summer 😊</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>100-85</td>
<td>84-60</td>
<td>60-0</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Written Communication/Organization</strong> (4/20)</td>
<td>Writing is clearly organized. Each paragraph is clear and relates to others in a well-organized framework.</td>
<td>Writing demonstrates sufficient organization with a clear problem/thesis statement, succinct literature review or adequate application of the theory to the analysis of the biomedical topic.</td>
<td>Writing is rambling and unfocused. Problem/Thesis Statement, Lit Review, and analysis are presented in a disorganized and unrelated way.</td>
</tr>
<tr>
<td><strong>Written Communication &amp; Language Use</strong> (2/20)</td>
<td>Writing is excellent. Word usage, spelling, grammar and punctuation are almost perfect.</td>
<td>Writing is sufficient. Adequate use of wording, grammar, and punctuation. Errors are minimal.</td>
<td>Writing is poor. Significant deficiencies in word use, grammar, punctuation, and/or presentation</td>
</tr>
<tr>
<td><strong>References/citation system</strong> (2/20)</td>
<td>All sources are cited correctly and thoroughly (in body and on reference page) using the APA, ASA, or MLA Style Guide. This style must be used consistently and correctly.</td>
<td>All sources are cited, the majority cited correctly (in body and on reference page) using APA, ASA, or MLA Style Guide. This style is used correctly for the 75% of the citations.</td>
<td>Some sources are cited correctly (in body and on reference page); another citational style is used besides the APA, ASA, or MLA; OR is not used at all; OR no reference page is present.</td>
</tr>
<tr>
<td><strong>Format/Mechanics</strong> (2/20)</td>
<td>Paper meets 12-15 page requirements, double-spaced, and 1 to 1.25 inch margins, using 11- or 12-point Times New Roman or Arial font.</td>
<td>Paper meets minimum page requirements and is double-spaced; however the margins may be larger than 1 inch, and the found in a font that is large, i.e., Cambria, Geneva, etc.</td>
<td>Paper does not meet minimum page requirements and/or is not double-spaced, uses large fonts and has larger than 1 to 1.25 inch margins.</td>
</tr>
<tr>
<td><strong>Critical Thinking &amp; Problem Solving</strong> (8/20)</td>
<td>The biomedical topic is systematically described, with the “many sides of the story” i.e., the conditions, actions, and consequences presented. 2) The description of the theory(ies) or literature selected is accurate. 3) The characteristics of the theory(ies) or literature selected are thoroughly applied to analyze and/or understand the biomedical topic so that biomedicine, science and the construction of race in your biomedical situation is evaluated critically. Your thesis/problem statement is strongly supported.</td>
<td>The biomedical topic is described clearly with most “sides of the story,” but some conditions, actions, and consequences may be absent or flawed in some places. 2) The description of theory(ies) or literature selected are acceptable. 3) The characteristics of the theory(ies) or literature selected are applied to analyze and/or understand the biomedical topic. The final product still demonstrates a critique of biomedicine, science and the construction of race in your biomedical situation. Your thesis/problem statement is supported.</td>
<td>The biomedical topic, theory(ies), or literature selected are not clearly described. Thus, the analyses of the biomedical topic and the construction of race in that situation do not provide an adequate evaluation nor support your thesis/problem statement.</td>
</tr>
<tr>
<td><strong>Use of Course Material</strong> (2/20)</td>
<td>The description of theory and/or biomedical topic reflects the relevant course material, in addition to other academic sources. Specific information from readings and lectures is incorporated into analysis and critique.</td>
<td>The majority of relevant course material is used in the description of the theory and/or biomedical topic. General information from readings and lectures is incorporated into analysis and critique.</td>
<td>Minimal course material is used. Information from readings and lectures is not incorporated into analysis and critique.</td>
</tr>
</tbody>
</table>

Comment [AM11]: C-2
GROUP PRESENTATION AREAS TO ADDRESS

CITATION: (APA, ASA, OR MLA CITATION STYLE)

GOAL OF THE PAPER

PROBLEM STATEMENT and/or AIMS
What is significance of this paper? What is the problem in the field that makes this paper important to produce?

THEORETICAL AND/OR PHILOSOPHICAL JUSTIFICATION
What theoretical perspective does the author use in their argument? If they do not state their theoretical or philosophical perspective, which do they criticize?

METHOD(S)
How do they reach their conclusion? What evidence, or data, do they use to make their argument?

RESULTS (Not always applicable)

LIMITATIONS/CONCLUSIONS What is their overall conclusion? What are their limitations? Does the author even identify their limitations?

APPLY IT!
How does this reading relate the current class, other classes, or events in the news?

QUESTIONS FOR THE CLASS
What are interesting points that you would like to address to the class? What are contentious areas that you are not sure about that would be worth asking your classmates?

AREAS OF CLARIFICATION
What did not make sense in the article, based on what the author wrote, your previous readings and personal experiences?
Required Book:


Required Readings:

4. Aliano, David. 2006. “Curing the IIs of Central America: The United Fruit Company Medical Department and Corporate America’s Mission to Civilize.” *Estudios Interdisciplinarios de América Latina y El Caribe*, 17(2). **Course Reserves**


Anthropology of Race

Edited by John Hartigan

School for Advanced Research Press
Santa Fe
Contents

List of Figures and Tables ix

1. Knowing Race
   John Hartigan 3

2. Race, Biology, and Culture: Rethinking the Connections
   Clarence C. Gravlee 21

3. Toppling Typologies: Developmental Plasticity and the
   Environmental Origins of Human Biological Variation
   Christopher W. Kuzawa and Zaneta M. Theyer 43

4. Toward a Cybernetics of Race: Determinism and Plasticity
   in Ideological and Biological Systems
   Ron Eglash 57

5. Observations on the Tenacity of Racial Concepts in Genetics
   Research
   Linda M. Hunt and Nicole Truesdell 83

6. Genomics Research and Race: Refining Claims about
   Essentialism
   Pamela L. Sankar 107

7. Looking for Race in the Mexican "Book of Life": INMEGEN
   and the Mexican Genome Project
   John Hartigan 125

8. The Political Economy of Personalized Medicine, Health
   Disparities, and Race
   Sandra Soo-jin Lee 151

9. The Aimless Genome
   Jeffrey C. Lang 169
Figures and Tables

Figures

2.1 Age-adjusted death rates (per 100,000 population) by federally recognized racial and ethnic categories in the United States, 1980–2006 23
2.2 Infant mortality rates (per 1,000 live births) by race of mother in the United States, 1980–2006 25
2.3 Conceptual model for the study of multilevel and developmental influences on phenotype 33
3.1 Recursive model for the intergenerational perpetuation of health disparities operating through effects of maternal stress on metabolic status in adult offspring 54
3.2 Environmental experiences and their influence on biology and health 56
4.1 Comparison of encephalization quotient for several mammals 67
5.1 Example of a revised, area-accurate world map: The Peters Projection 102
8.1 SNP-based populations 154
8.2 Relative frequencies of CYP2C6, VKORC1, and CYP4F2 164
9.1 Example of DNA sequence coalescence in a subdivided population 173
9.2 Tree of relationships inferred for sixteen human populations 177
9.3 The probability density of the age of alleles that are present at p = 0.35 179
9.4 The number of AIMS (by allele frequency) in the entire genome predicted for Asians, Europeans, and Native Americans 181
9.5 Minor allele site frequency spectra by geographic population 183
TCL 410 Race, Medicine, and the Body 3 - 2151: Spring 2015

Originator: Patricia Corona  Status: In Process  Department: Transborder Studies
Date Created: 01/17/2014  Submitted: 01/17/2014  Completed:
College/School: Liberal Arts and Sciences
Course: TCL 410 Race, Medicine, and the Body
Course description: The ways in which medicine, disease, and health outcomes are affected by culture, gender, and social location.
Enrollment requirements: Spring 2014: None  Fall 2014: Minimum 45 hours
Units: 3  Repeatable for credit: No
General Studies: Yes  Offered by: College of Liberal Arts & Sciences - School of Transborder Studies
SUN: No  SUN Course: No  Crosslisting: No  Fees: No
Required for a degree program: No  Program name and plan code:
Community College Transfer Implications: No  No
Related courses: NA  Justification: The instructor would like to add the pre-requisites of ENG 101, 105 or 107
Effective term: - 2151: Spring 2015
---REQUESTED CHANGE(S)---:
Subject: Number: Title: Units:
Abbreviated title:
Updated course description:
Changing enrollment requirements: Yes  Prerequisite(s): ENG 101, 105 or 107
Corequisite(s):
Pre- or corequisite(s): Antirequisite(s):
Course campus offerings:
Primary/graded component:
Optional component(s):
Grading basis:
Repeat for credit:
Add crosslisting(s):
Delete crosslisting(s):
Change crosslisting(s):
Edited course: TCL 410 Race, Medicine and the Body. (3)
Explores how body and embodiment and race and ethnicity are constructed within and by biomedical sciences and technology development. Lecture. Prerequisite(s): ENG 101 (or ENG 105 or 107) with C or better
General Studies: L