SCIENCE, TECHNOLOGY, AND CULTURE

ANT 4081
Section 0M01

Fall 2022
Monday & Wednesday: 3:30pm – 4:20pm & Online
BA1 122
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours (Zoom): Thursday, 12:00pm – 1:30pm

Course Description

Astronomer Carl Sagan said, "We live in a society exquisitely dependent on science and technology, in which hardly anyone knowns anything about science and technology," confirming the urgent need for us to learn more about them and their effects on the world. This course addresses this need by engaging with science and technology from an anthropological perspective. Drawing on work from cultural and medical anthropology as well as science and technology studies, we will explore how technological innovation and scientific practices influence our lives in both the past and present. Course materials will cover a range of topics that affect and intersect with science and technology, such as race, identity, health, and social justice, in multiple contexts, including Argentina, Germany, and the United States. By engaging with key areas of anthropological inquiry on these topics, this course will force us to critically examine how culture shapes science and technology, and vice versa.

Public Course Description

This course critically examines how culture shapes science and technology and vice versa.

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to familiarize you with ways science and technology are produced, experienced, and deployed in various cultural contexts; 2) to expose you to key areas of concern in the anthropology of science and technology; and 3) to instigate critical thinking about science and technology and their effects locally and globally.

Class Structure

This mixed mode course will be both face-to-face and online. Class meetings will be face-to-face and conducted primarily as lectures accompanied by discussion. Lecture and discussions will focus on the readings assigned for each class as well as occasional videos/documentaries. The online component of the course will be via Webcourses (see below for details).

Office Hours

Office hours will be via Zoom (link available on Webcourses). An appointment is not required, however, if you cannot meet during regular office hours because of a class conflict, work schedule, etc., please let Dr. Harris know in order to schedule an appointment. If you have any technical issues, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

Midterm Exam (40 points)

The midterm exam will consist of multiple choice, true/false, and/or short answer questions, and will cover concepts from all texts, videos/documentaries, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (40 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions, and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (5 points each, 60 points total)

There will be 14 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 2-3 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short answer or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. There will be **no make-up** for missed quizzes because your two lowest quiz scores will be dropped at the end of the semester.

Online Component – Research Paper (60 points)

The online component of this course is a research paper. This is an opportunity for you to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a **close reading** of three cultural anthropology articles, one cultural anthropology book, or three chapters from an edited cultural anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to the body. For example, you can examine how cultural or political ideas are represented in or applied to the body or you can use a particular bodily practice as a way to analyze cultural values or ideals in a specific context. Dr. Harris will provide a list of topic ideas to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and information available.

Grading Structure

Midterm Exam	40 points
Final Exam	40 points
Quizzes (12 out of 14)	60 points
Research Paper	60 points
Total:	200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Research shows that typing notes on a computer is less effective than taking notes with pen and paper for retaining information. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand.

Because you will not have access to electronic versions of the readings during class, you should bring hard copies for use during class discussion. You can print for **free** at different locations on campus (https://studentgovernment.ucf.edu/services/academic/printing). If you are an Honors College student, you can also check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

Diversity is a defining feature and strength of UCF. Our differences with respect to race, ethnicity, religion, sexuality, gender, immigration status, age, socioeconomic status, and more enhance our ability to achieve UCF's core missions of teaching, research, and public service. We welcome faculty, staff, and students from all backgrounds and want everyone at UCF to feel respected and valued.

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Please make every effort to be punctual.

Open Exchange

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Knights Email and Webcourses Communication

There will be important email and Webcourses communications between Dr. Harris and the class. You are responsible for checking your Knights email and Webcourses regularly (at least once a day).

Late Policy

Late assignments will receive a lower grade. For research paper assignments, your grade will be

lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

If you want to dispute a grade on a particular assignment, please come to Dr. Harris's office hours to discuss it. If she agrees to re-read your work, please be aware that her willingness to do so is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial use of academic material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* your own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an exam or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by logging into my.ucf.edu. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save the changes, and click "OK."
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: https://policies.ucf.edu/documents/4-401.pdf

Religious Observance

You must notify Dr. Harris in advance if you will miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

Obtaining Notes for Missed Lectures

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is your responsibility to obtain notes from a classmate for that lecture.

In-Class Recording

You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in *The Golden Rule*.

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Writing Center Services

You will be doing a lot of writing in this course, and all writers can use help. UCF has a great Writing Center that provides **free** consultations where you can meet with writing tutors at any stage of the writing process (brainstorming, organization, drafts, etc.). They also offer grammar workshops and host writing groups. To learn more about the Writing Center's services and/or to schedule an online or in-person appointment: https://uwc.cah.ucf.edu.

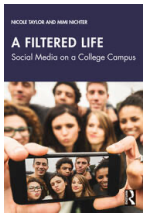
Academic Activity Record

You must document your academic activity at the beginning of the semester by completing an Academic Activity Quiz on Webcourses by **Friday, August 26**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Not completing the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The required books for this course are:

- Saini, Angela. 2019. *Superior: The Return of Race Science*. Boston: Beacon Press.



- Taylor, Nicole, and Mimi Nichter. 2022. *A Filtered Life: Social Media on a College Campus*. New York: Routledge.

The required books are available for purchase at the student bookstore. Several additional readings are also required and available on Webcourses under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANT4081-22Fall 0M01. Technical support for Webcourses is available at webcourses@ucf.edu, 407-823-0407, and https://cdl.ucf.edu/support/webcourses.

Course Schedule

Week 1

Monday, August 22

- TOPIC: Syllabus and course overview

Wednesday, August 24

- TOPIC: Scientific Knowledge

- READINGS: Latour, Bruno and Steve Woolgar. 1986. *Laboratory Life: The Construction of Scientific Facts*. Princeton: Princeton University Press. (pg. 27-33)

  Latour, Bruno. 1987. *Science in Action: How to Follow Scientists and Engineers Through Society*. Cambridge: Harvard University Press. (Introduction, pg. 1-17)

  Viner, Katharine. 2016. "How Technology Disrupted the Truth." *The Guardian*, 12 July, http://www.theguardian.com/media/2016/jul/12/how-technology-disrupted-the-truth

Online

- Assignment #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).

Week 2

Monday, August 29

- GUEST SPEAKER: Missy Murphey – UCF Library

- NO READING

Wednesday, August 31

QUIZ #1

- TOPIC: Expert Knowledge

- READING: Goldstein, Donna, and Kira Hall. 2015. "Mass Hysteria in Le Roy, New York: How Brain Experts Materialized Truth and Outscienced Environmental Inquiry." *American Ethnologist* 42:640-657.

Online

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).

Week 3

Monday, September 5

- NO CLASS – LABOR DAY

Wednesday, September 7

QUIZ #2

- TOPIC: Lay Expertise

- READINGS: Epstein, Steven. 1995. "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials." *Science, Technology, & Human Values* 20(4):408-437.

  Kramer, Larry. 1983. "1,112 and Counting." *New York Native*, March 17-24.

Online

- Assignment #3: Begin searching for articles/book/book chapters (instructions on Webcourses).

- VIDEO: "How To Survive a Plague"

Week 4

Monday, September 12

QUIZ #3

- TOPIC: Race Science – Part 1

- READING: Saini, Ch. 2 - Ch. 4 (pg. 25-70)

Wednesday, September 14

- TOPIC: Race Science – Part 2
- READING: Saini, Ch. 5 - Ch. 7 (pg. 71-125)

Online

- Assignment #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).

Week 5

Monday, September 19

- GUEST SPEAKER: Dr. Donovan Adams – UCF Department of Anthropology
- NO READING

Wednesday, September 21

QUIZ #4

- TOPIC: Race Science – Part 3
- READING: Saini, Ch. 10 - Ch. 11 (pg. 166-202)

Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).

Week 6

Monday, September 26

QUIZ #5

- TOPIC: Race and Technology – Part 1
- READING: Benjamin, Ruha. 2019. *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press. (Ch. 1, pg. 49-76)

Wednesday, September 28

- TOPIC: Race and Technology – Part 2
- NO READING
- VIDEO: "Coded Bias" (Part 1)

Online

- Assignment #6: Read and annotate (instructions on Webcourses).

Week 7

Monday, October 3

- TOPIC: Race and Technology – Part 3
- NO READING
- VIDEO: "Coded Bias" (Part 2)

Wednesday, October 5

QUIZ #6

- TOPIC: Poverty and Technology
- READING: Eubanks, Virginia. 2018. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. New York: St. Martin's Press. (Ch. 4, pg. 127-173)

Online

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).

Week 8

Monday, October 10

MIDTERM EXAM

Wednesday, October 12

QUIZ #7

- TOPIC: Social Media – Part 1

- READING: Taylor and Nichter, Ch. 1 (pg. 27-54)

Online

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).

Week 9

Monday, October 17

QUIZ #8

- TOPIC: Social Media – Part 2
- READING: Taylor and Nichter, Ch. 2 (pg. 55-87)

Wednesday, October 19

- TOPIC: Social Media – Part 3
- READING: Taylor and Nichter, Ch. 3 (pg. 88-123)

Online

- Assignment #9: Begin writing research paper (instructions on Webcourses).

Week 10

Monday, October 24

QUIZ #9

- TOPIC: Social Media – Part 4
- READING: Taylor and Nichter, Ch. 4 (pg. 124-160)

Wednesday, October 26

- TOPIC: Genetics and Identity – Part 1
- READING: TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press. (Ch. 1, pg. 31-66)

Online

- Assignment #10: Proceed with writing research paper (instructions on Webcourses).

Week 11

Monday, October 31

QUIZ #10

- TOPIC: Genetics and Identity – Part 2
- READING: TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press. (Ch. 2, pg. 67-103)

Wednesday, November 2

- TOPIC: Genetics and Identity – Part 3
- READING: TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press. (Ch. 3, pg. 105-141)

Online

- Assignment #11: Proceed with writing research paper (instructions on Webcourses).

Week 12

Monday, November 7

QUIZ #11

- TOPIC: Science and Social Justice
- READING: Gandsman, Ari. 2009. "'Do You Know Who You Are?': Radical Existential Doubt and Scientific Certainty in the Search for the Kidnapped Children of the Disappeared in Argentina." *Ethos* 37:441-465.

Wednesday, November 9

- NO CLASS
- VIDEO: "Dramatic Stories of Argentina's Stolen Children"

Online

- Assignment #12: Proceed with writing research paper (instructions on Webcourses).

Week 13

Monday, November 14

QUIZ #12

- TOPIC: Technology and Tragedy
- READING: Black, Edwin. 2001. *IBM and the Holocaust*. Washington, D.C.: Dialog Press. (Ch. 1- Ch. 3, pg. 19-74)

Wednesday, November 16

- TOPIC: Technology and the Body – Part 1
- READING: Lupton, Deborah. 2016. *The Quantified Self*. Cambridge: Polity Press. (Ch. 3, pg. 64-87).

Online

- Assignment #13: Proceed with writing research paper (instructions on Webcourses).

Week 14

Monday, November 21

QUIZ #13

- TOPIC: Technology and the Body – Part 2
- READING: Fotopoulou, Aristea, and Kate O'Riordan. 2017. "Training to Self-Care: Fitness Tracking, Biopedagogy, and the Healthy Consumer." *Health Sociology Review* 26(1): 54-68.

Wednesday, November 23

- NO CLASS – THANKSGIVING BREAK

Online

- Assignment #14: Proceed with writing research paper (instructions on Webcourses).

Week 15

Monday, November 28

QUIZ #14

- TOPIC: Technology and the Body – Part 3

- READING: Ajana, Btihaj. 2022. "Personal Science and the Quantified Self Guru." In *Digital Wellness, Health, and Fitness Influencers: Critical Perspectives on Digital Guru Media*, edited by Stefan Lawrence. London: Routledge.

Wednesday, November 30

- TOPIC: Final Exam Review
- NO READING

Online

- Assignment #15: Proceed with writing and final editing (instructions on Webcourses).

Finals Week

Sunday, December 4

Research Paper due by 11:59pm

TBD

FINAL EXAM