HS 220/270; SS4791 Identity, Science and the New Technologies

Lecturer: Dr. Roberta Bivins

This course will explore the impact of new (and often controversial) medical, scientific and technological innovations on individual, social and national identities. Looking at the cases of reproductive technologies, organ transplantation, technologies of identification (from fingerprint databases to genetic paternity tests), and 'big science', we will ask if any or all of them have changed the ways in which people think of themselves, their families, and the cultures and nations in which they live.

**Aims:** To enable students to identify and assess the roles of new technologies in transforming notions of identity at the individual, familial and national levels.

**Objectives:** By the end of this course,

1. Students will be familiar with the social and political ramifications of:
   - *new reproductive technologies* including in vitro fertilization and egg-donation;
   - *genetic technologies* including DNA fingerprinting and genomic mapping;
   - *'big science' initiatives* such as the Human Genome Project and Space Race.
2. Students will be able to describe the relationship between such technologies and changes in notions of 'identity' at the individual, familial and national levels, and over time.

**Course Mechanics**

**THIS COURSE CAN BE TAKEN FOR 10 OR 20 CREDITS. ALL STUDENTS WILL ATTEND THE SAME LECTURES AND SEMINARS, BUT COURSEWORK AND ASSESSMENT WILL DIFFER. SEE 'ASSESSMENT'**

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| Office Hours: | Tuesdays 11:00-12:00 and by appointment. |
| Seminar Times: | Students should sign up to attend seminar either on Monday from 2:00-3:00, or on Tuesday from 11:00-12:00. Students who cannot attend either of these times should speak to me ASAP. |

**All students** must meet with me during office hours (or by appointment) **at least once** during the semester, to discuss paper topics and seminar performance. Attendance will be taken in seminar, and participation will be assessed as part of the final grade. Students who miss more than two seminars (unexcused) will be penalized on their final mark.

**Readings**
Required readings are noted on this syllabus; most weeks will have several required selections, and between 40 and 70 pages of reading in total. Copies of all required readings are available from the Short Loan Collection in the main library. I will keep additional copies in my office, should problems arise with the SLC (in other words, the readings WILL be available somewhere, as long as you give yourself sufficient time to read them before lecture and seminar meetings!). I have also listed background reading for each week; these are optional, but often present complex material underlying the lecture topics in a particularly readable and digestible fashion. They are intended as a resource for you, both in keeping up with the class, and in writing your essays. Some weeks will also have a set of primary sources appended, for use in writing your essays, and/or for the benefit of postgraduate students in the class. If you do feel lost, or simply cannot keep up with the required reading, come and talk to me.

# Assessment

## 10 Credits (register for HS 220)

Students will be required to write one 2500 word essay worth 50% of the course mark. I will suggest several set topics for your essays in week 6. Students may also choose the topic of their papers **(subject to my approval)**, but such topics MUST address issues and material drawn from TWO of the course's three sections. In other words, I will expect these papers to be synthetic rather than simply descriptive. A first-class paper

will have a strong and original argument drawn from a variety of sources -- inclusive of, but not limited to material on the reading list. It will also be spell-checked, and grammatical! Students are encouraged to submit drafts. (These are not required, but can only raise your grade -- after all, I will be reading them and giving you feedback BEFORE you have to hand your paper in for a grade). For more about the paper and its assessment, see handout "Writing a strong essay." **This paper will be due in lecture, Week 11 -- I will not (under normal circumstances) accept any late papers**.

**Continuous assessment exercises** will determine the residual 50% of the final course mark. Included in this portion of the mark will be **seminar performance**, **an essay outline to be submitted in seminar, Week 9** and **one oral presentation** on the week's readings.

> Seminar performance will be assessed through attendance, spoken contributions to the class, and ability to answer questions drawn from the readings if called upon. Seminar is the one part of your final mark over which you have complete control -- as long as you attend seminar, do the reading, and are able to answer questions addressed to you during seminar, you WILL improve your final mark. Take advantage of this opportunity to insure against that unexpected bout of 'stage-fright' during your oral presentation, or the rushed 'I have a million things due this week' essay! **Seminar performance will account for 50% of your Countinuous assessment mark.**
>
> The essay outline will not be marked for content, but will be returned with comments and suggestions for writing the final essay. Failure to submit your outline on time will, however, lower the continuous assessment portion of your final mark.
>
> The oral presentation should quickly summarise the week's readings, by discussing **a)** the questions or questions each author is trying to answer in the text;
> **b)** describing the author's major arguments; and
> **c)** detailing the type of evidence each author puts forward.
>
> The student-presenter may then **choose** between
> **a)** comparing the week's readings to each other and offering a critical review of the authors' positions; and
> **b)** using the readings to contextualize a current news story taken from the media, the Web, or the scientific press.
>
> In either case, this oral presentation should take between 10 and 15 minutes, and the student-presenter should **prepare and hand in two A4 pages of notes (and if applicable, the relevant news story/printout of the website/journal article)** for the presentation. These notes will be marked and returned to the

student. **The oral presentation will account for 50% of the continuous assessment mark.**

## 20 Credits (register for HS 270)

You will be assessed essentially as above, but your essays will be 3000 words long, you will be responsible for choosing your own topic (subject to my approval) and you will in addition either
**a)** complete a web-based project on the topic of your essay (format subject to my approval); or
**b)** find and use primary sources and material culture (actual physical objects!) in researching and writing your paper.

**The continuous assessment protion of your mark will contribute 30 percent to your final mark, while the essay+project/enhanced essay will contribute the remaining 70%.**

## Special cases

**Anthropology students** will be assessed according to the standards set by Social Anthropology: for third-year students, **one 5000 word essay**, due on the last day of class.

**CHSTM Intercalated students** will be assessed by essay and examination. The examination will draw upon both lectures and readings, and will included questions on each section of the course. You will receive further information about the exam -- and a handout on "Writing a strong exam answer," with a sample question and some tips in week 10.

**NB: Should your course require you to be assessed according to a specific formula, or by exam only, you MUST inform me of this fact, and give me contact details for your course tutor!**

## Postgraduate Assessment and Reading

**Postgraduate students will be required to read one background reading (of their choice) in addition to the listed required readings.**

**Postgraduate MSc. students** will be assessed by essay and seminar performance only. Postgraduate essays must be 3500 words long, and will contribute 75% of the overall course mark; continuous assessment will remain 25% of the final mark. Postgraduate essays will be due by the end of exam week.

**Postgraduate Joint MA. students will be assessed by 6000 word essay only.**

**Assessment criteria for essays (see also 'Writing a strong essay')**

I will assess your written work according to the following criteria:

**1. empirical coverage of the relevant literature**: Have you drawn upon a wide range of readings, going beyond the lectures and required reading?

2. **understanding:** Did you grasp the main concepts and arguments presented in readings and lectures?

3. **structure of the argument**: Is your argument clear, persuasive and insightful? Is it original?

4. **critical capacity**: Have you spotted the limitations of your sources, and the weaknesses of authors' arguments, etc.?

5. **prose**: Is your writing clear, grammatical, properly punctuated and without spelling errors?

6. **organisation of the material**: Have you presented your material (argument and evidence) clearly, and does it make sense as a sequence?

7. **format:** Does your essay abide by the appropriate guidelines (attached!) for such work?

# Syllabus

## Introduction

**Week 1.** (25/09/00) Technology and Identity, Technologies of Identity

*Background Reading:*
W. French Anderson, 'Human gene therapy: scientific and ethical considerations.' in Ruth Chadwick (ed.) *Ethics, Reproduction and Genetic Control*, 2nd Edition (Routledge: 1992): 147-163

## Part I. Heredity, Genetics and Kinship

**Week 2** (02/10/00) Reproductive technologies and 'motherhood'
*Required Readings:*

- Michelle Stanworth, 'Reproductive technologies and the deconstruction of motherhood', in Stanworth, *Reproductive technologies: gender, motherhood and medicine*, (Oxford: Polity press, 1987): 10-35.

*Background Reading:*

- Hilary Rose, 'The Politics of Reproductive Science' in Stanworth, *Reproductive technologies: gender, motherhood and medicine*, (Oxford: Polity press, 1987):151-173
- Board for Social Responsibility, 'Marriage and the Family' in Ruth Chadwick (ed.) *Ethics, Reproduction and Genetic Control, 2nd Edition* (Routledge: 1992): 53-62

Video: 'The Gay Dads: Real Life' Screened 27/06/2000 Channel 3

**Week 3** (09/10/00) Reproductive technologies: international comparisons
*Required Readings:*

- Margaret Lock, 'Perfecting society: reproductive technologies, genetic testing and the planned family in Japan', in Lock and Kaufert, *Pragmatic Women and Body Politics* (CUP, 1998): 206-239
- Helena Ragone, 'Inconstestable Motivations', in Franklin and Ragone, *Reproducing Reproduction: Kinship, Power and Technological Innovation* (UPenn Press, 1998):118-131

**Week 4** (16/10/00) Thalassaemia, Sickle Cell Anaemia, and Modern Kinship
*Required Readings:*

Melbourne Tapper, 'An "anthropathology" of the "American Negro": anthropology, genetics and the new racial sciences, 1940-52'. *Social History of Medicine*, 10 (1997): 263-289

*Background Reading:*

Keith Wailoo, ‘Genetic marker of segregation: sickle cell anaemia, thalassaemia, and racial ideology in American Medical Writing, 1920-1950’, *History and philosophy of the life sciences* 18 no. 3 (1996): 305-320.
Kaja Finkler, *Experiencing the New Genetics: Family and kinship on the medical frontier.* (UPenn, 2000)

## Part II. Bodies, Cyborgs and the Self

Week 5. (23/10/00) Genetics and the (familial?) self

*Required Readings:*

- Donna Haraway, ‘Femaleman meets oncomouse: mice into wormholes: a technoscience fugue in two parts’ in Donna Haraway, *Modest_Witness@Second_Millenium.Femaleman meets oncomouse* (Routledge, 1997): 49-118
- additional reading TBA

*Background Reading:*

- Rapp, Rayna, ‘Chromosomes and communication: the discourse of genetic counseling’, *Medical Anthropology Quarterly*, 2 (2): 143-57.

Week 6. (30/10/00) Organ transplantion in Europe and Japan

*Required Readings:*

- E. Ohnuki-Tierney, “The Reduction of Personhood to Brain and Rationality: Japanese contestation of medical high technology.” in Andrews and Cunningham, *Western Medicine as Contested Knowledge*, 212-240.
- Ilana Lowy, ‘Tissue groups and cadaver kidney sharing: socio-cultural aspects of a medical controversy’, *International Journal of Technology Assessment in Health Care*, 2, (1986): 195-218.

*Background Reading:*

- Guttmann, RD. ‘Technology clinical studies and control in the fieldof organ transplantation’ Journal of the History of Biology 30:3 (1997): 367-79

**Week 7. (06/11/00) Reading week**

No lecture, no readings. Catch up on the reading and decide your paper topics!

## Part III. New Frontiers and National Identities

Week 8. (13/11/00) Science, Technology and Colonialism

*Required Readings:*

- Adas, M., *Machines as the Measure of Men* (Ithaca: Cornell University Press, 1989) 69-127

Week. 9 (20/11/00) Science for Superpowers: The Space Race

*Required Readings:*

- Walter MacDougall, *The Heavens and the Earth: A Political History of the Space Age* (Basic Books, 1985): 3-13, 131-134, 137-156.

Week 10 (27/11/00) Science for a 'New World Order': The Human Genome Project

*Required Readings:*

- Jose Van Dijck, 'Biophoria: The Human Genome Project' in Van Dijck, *Imagenation: Popular Images of Genetics*, (Macmillan Press, 1998): 119-145.

*Background Reading:*

- Francis Collins, 'The Human Genome Project and the Future of Medicine', in Grossman and Valtin, *Great Issues for Medicine in the 21st Century: Ethical and Social Issues Arising out of Advances in the Biomedical Sciences Annals of the New York Academy of Sciences* Vol. 882 (1999): 43-55
- Dan Brock, 'The Human Genome Project and Human Identity' in Weir, Lawrence and Fales (eds) *Genes and Human Self-Knowledge: historical and philosphical reflections on modern genetics*. (U of Iowa Press, 1994)

Week 11. (04/12/00) Identity, Privacy and Technology

*Required Readings:*

- Peter Gill, Alec Jeffreys, David Werrett, 'Forensic Application of DNA 'Fingerprints'' Nature, Vol 318, Dec. 1985: 577-579
- Pamela Sankar, 'The proliferation and risks of government DNA databases', American Journal of Public Health March 1997, Vol 87, #3

*Background Reading:*

- Martin Weiner, Reconstructing the Criminal: Culture, Law and Policy in England, 1830-1914 (CUP. 1990).
- Carlo Ginzburg, 'Clues: Roots of an Evidential Paradigm', in Ginzburg, Clues, Myths and the Historical Method (trans. John and Anne Tedeschi) (Johns Hopkins U Press, 1989): 96-125.

Week 12. (11/12/00) Conclusion.

- *No readings*