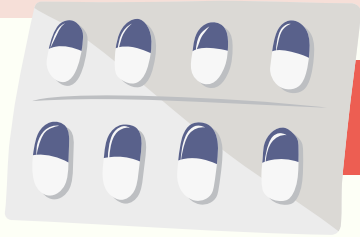


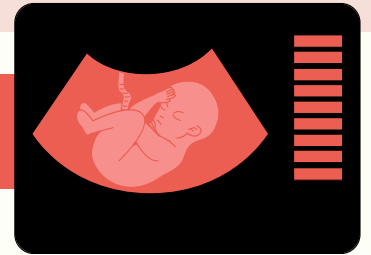
COMM 108G

Politics of Bodies: Gender and Biomedicine

MONDAY/WEDNESDAY
11:00 AM - 1:50 PM PT*
RACHEL FOX (SHE/HER)
RAFOX@UCSD.EDU



COURSE DESCRIPTION



“I’m so hormonal.”
“Men’s brains just work differently.”
“Ask your doctor about the little blue pill today.”

We are constantly receiving and producing messages about gender and biomedicine in our everyday lives. This course provides a survey of some of the most common ways we learn about and perform gender, such as biology textbooks and pharmaceutical commercials, paying close attention to how biomedical authority has the power to produce “truths” about gender. In addition, we will build and use an analytical toolkit from Communication to evaluate and critique how biomedical messages about gender are produced and conveyed.

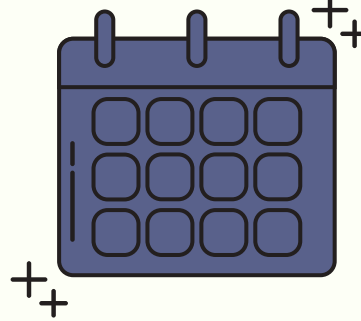
Zoom Meeting: 971 1331 5067

What You Need to Know

- All course readings can be found on our Canvas page
- Your weekly assignments will be graded for credit & there is no penalty for late assignment submissions
- Please give me 48 hours to respond to your emails (rafox@ucsd.edu)
- Please come talk to me about anything! Student Support Hours are Monday 4-5 pm, Thursday 10-11 am, and by appointment.
- I’m committed to accommodating anyone who wants to be in this class (see page 6 for an official policy)
- **Asynchronous schedule:** students who are unable to attend class synchronously are invited to attend **asynchronous student group work time** on Tues/Thurs 6 pm PT (Weds/Fri 9 am UTC+08:00)

*PT = Pacific Time, UTC-08:00

COURSE SCHEDULE



MONDAY

Welcome!

In Class:

what we're doing
getting to know you
gender basics
knowledge survey

WEEK 1
8/2 &
8/4

Images + the Gendered Brain

Read: Meynell, L. (2012). The politics of pictured reality: Locating the object from nowhere in fMRI.

Read: Sturken, M., & Cartwright, L.. Practices of looking, p. 362-364.

WEEK 2
8/9 &
8/11

Quantitative Models of Sex/Gender

Read: Sanz, V. (2017). No way out of the binary

Read: Hughes, D.M. (1995). Significant differences: The construction of knowledge, objectivity, and dominance, p. 401-403

WEEK 3
8/16 &
8/18

Mobilizing Fetal Ultrasound Images

Read: Petchesky, R. P. (1987). Fetal images: The power of visual culture in the politics of reproduction

Read: Sturken, M., & Cartwright, L.. Practices of looking, 51-53, 351-362

FINAL PROJECT PROPOSAL DUE 8/24 BY MIDNIGHT

WEEK 4
8/23 &
8/25

Gender and Biometrics

Read: Beauchamp, T. (2014). Surveillance. Transgender Studies Quarterly, 1(1-2), 208-210.

Read: Clarkson, N. (2014). Biometrics. Transgender Studies Quarterly, 1(1-2), 35-38.

WEEK 5
8/30 &
9/1

WEDNESDAY

Gendered Language in Medical Knowledge

Read: Martin, E. (1991). The egg and the sperm

Watch: [How sperm got all the credit in the fertilization story.](#)

Read: Lakoff, G., & Johnson, M. (2008). Metaphors we live by, p. 12-14.

Images + Gender in our DNA

Read: Richardson, S. S. (2012). Sexing the X: How the X Became the "Female Chromosome"

Read: Rosner, M. (2001). Theories of visual rhetoric: Looking at the human genome, p. 394-400.

Creating Gendered Maladies + Consumers through Pharmaceutical Advertising

Read: Kempner, J. (2014). [Not tonight](#). Chapter 4: "Gendering the Migraine Market"

Read: Hall, S. (1993). Encoding, decoding, p. 90-94.

Naturalizing Motherhood through Public Health Discourse

Read: Waggoner, M. R. (2017). [The zero trimester](#), chapter 6 "Promoting Maternal Visions: Gender, Race, and Future Baby Love".

Read: Hall, S. (1997). The work of representation, p. 29-36.

The Mediation of Transness

Options: Raun, T. (2015). Archiving the wonders of testosterone via YouTube. Transgender Studies Quarterly, 2(4), 701-709.

FINAL PROJECT DUE SUNDAY 9/5 BY NOON

COURSE INFORMATION

Upon completion of this course, students will be able to:

Describe different conceptions of gender and sex from biomedical and social scientific fields.

Identify claims about gender and sex in media, educational materials, and medical literature.

Explain the mediating role of communication technologies in the production and circulation of biomedical knowledge about gender.

Evaluate and critique the ways in which hierarchies of gender and sex are produced and maintained through biomedical claims.

A typical synchronous week looks like:

Sunday Read and annotate Monday's readings

Monday Attend class 11:00 - 1:50 PT
Complete group practice analysis 1 - 1:50 PT
Attend student support hours 4 - 5 PT

Tuesday Read and annotate Wednesday's readings

Wednesday Attend class 11:00 - 1:50 PT
Complete group practice analysis 1 - 1:50 PT

Thursday Attend student support hours 10 - 11 PT
Write weekly reflection

Friday Write weekly reflection due at midnight

Saturday Rest and Replenish

Assessment

Assignment	Points	Due Date	Assessment
Group Analysis Exercise	5x8	End of class/end of asynchronous group work time	Credit/No Credit
Weekly Reflection	5x4	Friday @ midnight	Credit/No Credit
Final Project Proposal	10	Before class on 8/25 or before asynchronous group work time on 8/26	Credit/No Credit
Final Peer Comments	10	9/1 end of class or 9/2 end of asynchronous group work time	Credit/No Credit
Final Project	20	Sunday 9/5 by noon (12 pm) PT	Letter Grade

OPTIONAL WEEKLY SCHEDULE FOR ASYNCHRONOUS STUDENTS

MONDAY Class recording and slides posted after synchronous meeting
Student Support hours meet 4-5 pm PT for individual support

TUESDAY Watch class recording
Attend ASYNCHRONOUS STUDENT GROUP WORK
TIME 6-7 pm PT (9 am Wednesday UTC+08:00)
Submit group analysis exercise

**WEDNES-
DAY** Class recording and slides posted after synchronous meeting

THURSDAY Watch class recording
Attend ASYNCHRONOUS STUDENT GROUP WORK
TIME 6-7 pm PT (9 am Friday UTC+08:00)
Submit group analysis exercise

**FRIDAY/
SATURDAY** Submit weekly reflection

ZOOM MEETING 968 9092 8939

ASSIGNMENTS

ALL ASSIGNMENT SUBMISSION DEADLINES ARE FLEXIBLE EXCEPT FOR THE FINAL PROJECT. EMAIL ME IF YOU NEED MORE TIME.

IN-CLASS GROUP ANALYSIS EXERCISE

Classes 2-9 will include an in-class group exercise worth 5 points, graded for completion. Asynchronous students should aim to complete this exercise within 48 hours of the lecture being posted.

WEEKLY REFLECTION PAPERS

Due weeks 1-4, Friday at midnight, worth 5 points each and graded for completion. Question prompts for this assignment can be found on Canvas under the modules for classes 2, 4, 6, and 8.

FINAL PROJECT PROPOSAL

Choose a topic that interests you related to gender and biomedicine. Due before class on 8/25 synchronous/ before group work time on 8/26 asynchronous, worth 10 points and graded for completion. Project proposals will be peer-reviewed in class or asynchronously and receive feedback from me in a 1-on-1 meeting.

FINAL PROJECT PEER COMMENTS

In class on 9/1 or during asynchronous student group work time on 9/2. Prompts to structure your reviews will be provided. Worth 10 points and graded for completion.

FINAL PROJECT

Due 9/5 by noon, graded by letter. Perform a Communication analysis similar to what we have practiced throughout the course. Additionally, reflect on what you learned and how you might carry course concepts forward in your life.

Questions? Concerns? Come Talk to Me!

Monday 4-5 pm PT

Thursday 10-11 am PT

By Appointment

Zoom Link 919 2268 0168

Course Policies

Come Prepared Our time together will be driven by your interests, questions, and concerns. You are responsible for **reading and annotating** the assigned texts ahead of time so you are ready to discuss them during class. I have minimized readings to help make this possible. If you're having trouble keeping up with the readings please let me know! It's nothing to be ashamed of and it isn't something you have to figure out alone.

Participate Your Way I understand that everyone participates in their own way based on their own ability and comfort level. There is no "participation grade" for this course; rather, I expect the group analysis exercises and weekly reflections to demonstrate your engagement with the course.

Inclusion Statement Discussion is designed to enable you to learn from your fellow students, mainly through participating in collaborative exercises. Our experiences in the world are the richest resources we have for understanding what we're learning, but they are limited to our own perspectives. Listening carefully to and speaking openly with others allows us to better understand the theoretical content of course texts as well as their real-world application and significance. Disrespecting others through derogatory comments, body language, or harassment of any kind will not be tolerated. If a student expresses threats through demeaning language or posturing, they will be disciplined accordingly.

Course Accommodations Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Office for Students with Disability (OSD, <http://osd.ucsd.edu>) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. If you're struggling with your writing, you can seek out writing assistance or a writing tutor through the [Teaching and Learning Commons](#) or [OASIS](#).

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

- [Counseling and Psychological Services](#) | 858-534-3755 |
- [Student Health Services](#) | 858-534-3300 |
- [CARE at the Sexual Assault Resource Center](#) | 858-534-5793 |
 - *please note that I am a mandated reporter*
- [The Hub Basic Needs Center](#) | 858-246-2632 |

Subject to Change Policy I do my best to be as responsive to your needs and desires as possible. As a result, our syllabus might change. I will send an announcement for every change and post an updated syllabus.

See these documents for other relevant UCSD policies and resources

About Me:

- 6th year PhD student in Communication, Science Studies, & Critical Gender Studies
- Generally pretty goofy & I love memes. I also watch a lot of TV; my favorite show is The Good Place
- I have 2 cats named Nova and Aurora
- My favorite food is ice cream
- I've been dyeing my hair for 15 years & the only color I haven't tried is yellow

