

Technologies of the Body: Race, Gender, and Medicine in Latin America

26:050:530:01 and 26:510:563

Rutgers-Newark & NJIT
Fall 2023

Walker, Hank. "Teaching Birth Control Methods." 01 Oct 1960. Getty Images, Image #50662147.



Class Time	Tuesdays 5:30-8:10pm ET
Class Meetings	Hill Hall, room 215
Instructor	Rosanna Dent
Pronouns	She/her/hers
E-mail	rdent@njit.edu
Office	Cullimore 322 (NJIT Campus, up the hill)
Office Hours	By appointment
Overview	This topics course examines technologies of knowing, documenting, and transforming the human body in Latin America. Making use of approaches from history, science and technology studies, and social theory, it traces evolving constructions of race, gender, and human difference from early colonialism to the present with a strong focus on the late nineteenth to twenty-first centuries. Topics include science and medicine's roles in European expansionism, slavery and nation building; colonial debates about the nature of human-ness and racial formations; quantification of the body and its labor; anthropometry, anthropology and photography; eugenics and architecture; public and maternal health; in-vitro fertilization and plastic surgery; the biopolitics of human genetics. This course incorporates Latin American theorizations of race and identity, as well as some classic texts from Euro-US social theory. It draws on both historiographic and ethnographic writing.

Learning Outcomes

By the end of the course students will:

- Raise new questions regarding political and social realities of technology and human difference in Latin America;
- Identify and summarize key approaches to the history of medicine, race, gender, and technology in the Americas;
- Apply conceptual frameworks from science and technology studies and other areas of social theory to historical analysis;
- Communicate summaries, questions, and analyses in clear written and oral form;
- Critically assess method and evidence in historiography.

Readings

All readings are available on Canvas and/or through the library except the following new book, which is available at the bookstore (and requested at Dana Library):

Heaney, Christopher. *Empires of the Dead: Inca Mummies and the Peruvian Ancestors of American Anthropology*. New York: Oxford University Press, 2023.

Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/>

Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

All major assignments must include the following pledge: **“On my honor, I have neither received nor given any unauthorized assistance on this assignment.”**

Citation Expectations

Scholars communicate their intellectual connections through citation. This is a **generative practice** that allows you to join a broader conversation with those you read and those who read you. It is also a way to **credit others** for their work. Any words taken directly from a written source (assigned reading, website, book, article...) or from another individual (interview, podcast, youtube...) must be in quotation marks and cited. ALWAYS.

In this class we will use Chicago Manual of Style format for citations.

Please see Rutgers resources for support and assistance at the end of the syllabus.

Note: I reserve the right to make changes to the syllabus that I deem necessary.

Assignments and Grading

Submission: All assignments should be submitted electronically through Canvas.

Late Submissions: Assignments in this course are (1) designed to prepare you for class participation and to make class interesting, or (2) scaffolded towards the final projects. I encourage you to meet deadlines so that you can get the most out of class work and receive timely feedback. I will be flexible within reason, but there may be deductions in grades due to late submission particularly if it becomes a pattern. Please talk to me if you're struggling so I can help you.

Exceptional Circumstances: If there are medical, family, or other pressing issues affecting your ability to complete class work, please get in touch with me. I don't expect you to share details with me, but I can help most effectively if you contact me early. I also strongly encourage you to reach out proactively to the Dean of Students' office.

Participation	(65%)	Grading Scale
Weekly Think-Sheets (30%)		A= 90 to 100
Participation (20%)		B+= 88 to 89
Class Facilitation (15%)		B= 80 to 87
		C+= 78 to 79
Final Assignment	(35%)	C= 70 to 77
Annotated Bibliography (10%)		D= 60 to 69
Final Assignment Part 1 (10%)		F= 59 to 0
Final Assignment Part 2 (15%)		

Participation (65%)

Attendance and participation are central to your success in this course. Participation includes speaking, listening, and demonstrating careful preparation for class including completing assigned readings. Full participation in this class includes:

- All students will be required to post a one page single spaced **"Think Sheet"** on canvas discussion board by 11:59pm on **Monday** of each week. Your "Think Sheet" should address the following questions: What are the authors' main points or arguments? What types of evidence do they use and where does it come from? Does the evidence support the main arguments, why or why not? What do the authors do well? What is lacking? How do these readings relate to each other (if applicable) and to other course materials?

You may miss up to two Think Sheets without penalty. For a high grade, your Think Sheet should be thoughtful, address the readings specifically and comprehensively, include quotations (Author-Date citation without bibliography is fine for these), and relate the readings to the course. Some readings will be very challenging – the Think Sheet is a place to work through the readings, so you don't need to understand everything to write a good Think Sheet.

- In-class participation** can take many forms, such as speaking during full-class discussion, group work and leadership during class activities, pre-prepared questions or comments, in-class writing assignments, among other options. It is about quality of engagement with the materials and your classmates, not simply quantity.

- (c) **Office hours:** All students must meet with me once during the first six weeks of the course. This is a chance for us to talk one-on-one and get to know each other a bit more. It is also a chance to ask questions about the course material, broader questions about academia, history, anthropology, or other things on your mind.
- (d) **Class facilitation:** Students will sign up to help lead one class session. You will prepare a guide to the reading, a set of discussion questions, and an opening activity that you will lead. Guidelines for this assignment will be distributed.
- (e) **Attendance and Absences:** Your attendance in class is important both for your own learning and for your peers' and my experience of the course. You grade may be affected if you miss up to 3 classes. Excused absences include: illness requiring medical attention, curricular or extracurricular activities approved by the faculty, important personal obligations (preferably cleared with the instructor beforehand), recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. Please submit in writing (by email) any requests for absences to be excused. **Any student who misses four or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid failing the course.**

If you are concerned about your participation, speak with me during office hours as early as possible in the semester.

Final Project (35%)

Annotated Bibliography (10%) (due **Fri Oct 6**)

Final Project Proposal (10%) (due **Fri Nov 10**)

Final Project (15%) (due **Fri Dec 22**)

The final project for this course will be a “choose-your-own-adventure” assignment along one of four tracks: (1) research, (2) teaching, (3) public scholarship, or (4) your choice. In each option, you will begin by building an annotated bibliography on a topic of your own interest that is (broadly) related to the course. (This could be along geographic, topical, or temporal lines) You will research in peer reviewed secondary sources to develop a strong grounding in the literature. You will then develop a proposal for (1) a more traditional research essay; (2) a proposal for a course-module (4 weeks, any level of instruction); a pitch for an exhibit; or, another proposal of your choosing (in consultation with me). In the final part of the project, you will prepare (1) an essay (8-12 pages); (2) a mini-syllabus and set of lesson plans, (3) a detailed plan for a public exhibit (in person or online); or (4) a product of your choosing (again, in consultation with me).

If you choose option 4, you could consider something that directly contributes to another ongoing scholarly pursuit (thesis or future dissertation, grant funding application, publication... etc), or to your broader scientific community (if you don't primarily identify as a student of history). Any project will have to engage meaningfully with scholarly sources that you identify.

The Writing Center

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Suite 245 of Hahne & Co, offers writing tutoring and writing workshops to students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Schedule of Topics and Assigned Readings

Think Sheets for the listed readings are due on MONDAY of the week listed

Week 1 Tues, Sep. 5	Introduction Trouillot, Michel-Rolph. "An Unthinkable History: The Haitian Revolution as a Non-Event," Chapter 3 in <i>Silencing the Past: Power and the Production of History</i> , 70-107. 2nd Revised Edition. Boston: Beacon Press, 2015. [37 pages.] Quijano, Aníbal. "Coloniality of Power and Eurocentrism in Latin America." <i>International Sociology</i> 15, no. 2 (2000): 215–32. https://doi.org/10.1177/0268580900015002005 . [18 pages.] Agard-Jones, Vanessa. "Bodies in the System." <i>Small Axe</i> 17, no. 3 (2013): 182–92. https://muse.jhu.edu/article/532736 . [10 pages.] **students will compose think sheets during class once we have discussed**
Week 2 Tues, Sep. 12	Defining Humanity Castro, Eduardo Batalha Viveiros de. <i>The Inconstancy of the Indian Soul: The Encounter of Catholics and Cannibals in 16-Century Brazil</i> . Prickly Paradigm Press, 2011. [103 pages.] Saldaña-Portillo, María Josefina. "Chapter 1: Savages Welcomed" in <i>Indian Given: Racial Geographies across Mexico and the United States</i> , 33-65. Durham: Duke University Press Books, 2016. [32 pages.] Scott, David, and Sylvia Wynter. "The Re-Enchantment of Humanism: An Interview with Sylvia Wynter." <i>Small Axe</i> 8 (September 2000): 119–207. [88 pages.]
Week 3 Tues, Sep. 19	Gender, Race, Capitalism, Bureaucracy Thomson, Sinclair. "Was There Race in Colonial Latin America?: Identifying Selves and Others in the Insurgent Andes." In Laura Gotkowitz, ed., <i>Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present</i> . Durham: Duke University Press, 2011. [21 pages] Scott, Joan W. "Gender: A Useful Category of Historical Analysis." <i>The American Historical Review</i> 91, no. 5 (1986): 1053–75. https://doi.org/10.2307/1864376 . Federici, Silvia. <i>Caliban and the Witch: Women, the Body and Primitive Accumulation</i> , 7-19 and 219-243. Brooklyn, NY: Autonomedia, 2004. [44 pages.] Silverblatt, Irene Marsha. 2004. "Preface"; "The Inca's Witches"; "Becoming Indian" in <i>Modern Inquisitions: Peru and the Colonial Origins of the Civilized World</i> , 3-28 and 161-213. Durham: Duke University Press. [77 pages.]

<p>Week 4</p> <p>Tues, Sep. 26</p>	<p>Numeracy and the Commodification of Bodies</p> <p>Morgan, Jennifer L. Introduction and chapters 1 and 4 of <i>Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic</i>. Durham: Duke University Press, 2021. [86 pages.]</p> <p>Gómez, Pablo F. "Pieza de Indias: Slave Trade and the Quantification of Human Bodies," in <i>Objects of New World Knowledge: A Cabinet of Curiosities</i>, Mark Thurner and Juan Pimentel, Eds. (University of London Press, 2021). [5 pages.]</p>
<p>Week 5</p> <p>Tues, Oct. 3</p>	<p>Bodies and Power in Circulation</p> <p>Heaney, Christopher. <i>Empires of the Dead: Inca Mummies and the Peruvian Ancestors of American Anthropology</i>. New York: Oxford University Press, 2023.</p> <p>**Final Project Annotated Bibliography due Friday Oct 6th**</p>
<p>Week 6</p> <p>Tues, Oct. 10</p>	<p>Reproducing Race and Empire</p> <p>Foucault, Michel. <i>The History of Sexuality, Vol. 1: An Introduction</i>. New York: Vintage, 1990. [Selection]</p> <p>Stepan, Nancy Leys. "Race and Gender: The Role of Analogy in Science." <i>Isis</i> 77, no. 2 (June 1986): 261–77. https://doi.org/10.1086/354130.</p> <p>O'Brien, Elizabeth. "Pelvimetry and the Persistence of Racial Science in Obstetrics." <i>Endeavour, Continuity and Change in the History of Mexican Public Health</i>, 37, no. 1 (2013): 21–28. https://doi.org/10.1016/j.endeavour.2012.11.002. [7 pages]</p> <p>Otovo, Okezi T. <i>Progressive Mothers, Better Babies: Race, Public Health, and the State in Brazil, 1850-1945</i>. Austin: University of Texas Press, 2016. [Selection.]</p>
<p>Week 7</p> <p>Tues, Oct. 17</p>	<p>Photographing Difference</p> <p>Poole, Deborah. "Equivalent Images." In <i>Vision, Race, and Modernity: A Visual Economy of the Andean Image World</i>, 107–41. Princeton: Princeton University Press, 1997. https://doi.org/10.2307/j.ctv1nxcw2g.9.</p> <p>Warren, Adam. "Subverting the Anthropometric Gaze: Racial Science in the 1912 Yale Peruvian Expedition." (Forthcoming). In <i>Troubling Encounters in the History of the Human Sciences: Latin America and the United States Empire, 1870s-2000s</i>, edited by Adam Warren, Julia E. Rodriguez, and Stephen T. Casper. Cambridge: Cambridge University Press.</p> <p>Ogden, Laura A. <i>Loss and Wonder at the World's End</i>. Durham: Duke University Press Books, 2021.</p>

<p>Week 8</p> <p>Tues, Oct. 24</p>	<p>Eugenics and Architecture</p> <p>Stepan, Nancy Leys. <i>The Hour of Eugenics: Race, Gender, and Nation in Latin America</i>. Ithaca: Cornell University Press, 1991, 35-62. [27 pages.]</p> <p>López-Durán, Fabiola. <i>Eugenics in the Garden: Transatlantic Architecture and the Crafting of Modernity</i>. Austin: University of Texas Press, 2018.</p>
<p>Week 9</p> <p>Tues, Oct. 31</p>	<p>Expansionism and Indigenous Genocide</p> <p>Kopenawa, Davi, and Bruce Albert. <i>The Falling Sky: Words of a Yanomami Shaman</i>. Translated by Nicholas Elliott and Alison Dundy. Cambridge, Massachusetts: Belknap Press, 2013. [Selection]</p> <p>Gil-Riaño, Sebastián. (Forthcoming.) "Unsettling Antiracism: Salvage Ethnography and the Capture of Aché Children" In <i>Troubling Encounters in the History of the Human Sciences: Latin America and the United States Empire, 1870s-2000s</i>, edited by Adam Warren, Julia E. Rodriguez, and Stephen T. Casper. Cambridge: Cambridge University Press.</p> <p>Morgensen, Scott Lauria. "The Biopolitics of Settler Colonialism: Right Here, Right Now." <i>Settler Colonial Studies</i> 1, no. 1 (2011): 52–76. https://doi.org/10.1080/2201473X.2011.10648801. [25 pages]</p>
<p>Week 10</p> <p>Tues, Nov. 7</p>	<p>The Disappeared</p> <p>Medina, Eden. "Forensic Identification in the Aftermath of Human Rights Crimes in Chile: A Decentered Computer History." <i>Technology and Culture</i> 59, no. 4 (2018): S100–133. https://doi.org/10.1353/tech.2018.0151.</p> <p>Ramos, Marco Antonio. "Making Disappearance Visible: The Realities of Cold War Violence." <i>The American Historical Review</i> 127, no. 2 (2022): 664–90. https://doi.org/10.1093/ahr/rhac153.</p> <p>Smith, Lindsay A., and Vivette García-Deister. "Genetic Syncretism: Latin American Forensics and Global Indigenous Organizing." <i>BioSocieties</i> 16, no. 4 (December 2021): 447–69. https://doi.org/10.1057/s41292-021-00263-3.</p> <p>**Final Project Proposal Due Friday Nov 10**</p>
<p>Week 11</p> <p>Tues, Nov. 14</p>	<p>Genetic biopolitics</p> <p>Vasquez, Emily Elizabeth, and Vivette García Deister. "Mexican Samples, Latino DNA: The Trajectory of a National Genome in Transnational Science." <i>Engaging Science, Technology, and Society</i> 5 (May 15, 2019): 107–34. https://doi.org/10.17351/ests2019.199.</p>

	<p>Benjamin, Ruha. "A Lab of Their Own: Genomic Sovereignty as Postcolonial Science Policy." <i>Policy and Society</i> 28, no. 4 (December 2009): 341–55. https://doi.org/10.1016/j.polsoc.2009.09.007.</p> <p>Creary, Melissa S. "Biocultural Citizenship and Embodying Exceptionalism: Biopolitics for Sickle Cell Disease in Brazil." <i>Social Science & Medicine</i> 199 (February 2018): 123–31. https://doi.org/10.1016/j.socscimed.2017.04.035.</p> <p>García-Deister, Vivette, and Lindsay A. Smith. "Migrant Flows and Necro-Sovereignty: The Itineraries of Bodies, Samples, and Data across the US-Mexico Borderlands." <i>BioSocieties</i> 15, no. 3 (2020): 420–37. https://doi.org/10.1057/s41292-019-00166-4.</p>
<p>Week 12</p> <p>Tues, Nov. 21</p>	<p>No Class Meeting (Thursday Schedule)</p>
<p>Week 13</p> <p>Tues, Nov. 28</p>	<p>Aesthetics of the Racialized Body</p> <p>Jarrín, Carmen. <i>The Biopolitics of Beauty: Cosmetic Citizenship and Affective Capital in Brazil</i>. University of California Press, 2017. http://www.jstor.org/stable/10.1525/j.ctt1rv628r.5. [Selection]</p> <p>Roberts, Elizabeth F. S. <i>God's Laboratory: Assisted Reproduction in the Andes</i>. University of California Press, 2012. [Selection.]</p>
<p>Week 14</p> <p>Tues, Dec. 5</p>	<p>Class Wrap Up</p> <p>Cusicanqui, Silvia Rivera. "Ch'ixinakax Utxiwa: A Reflection on the Practices and Discourses of Decolonization." <i>South Atlantic Quarterly</i> 111, no. 1 (2012): 95–109. https://doi.org/10.1215/00382876-1472612.</p> <p>Final Project Presentations. Class will meet online.</p>
<p>Week 15</p> <p>Tues, Dec. 12</p> <p>Fri, Dec. 22</p>	<p>Writing Week</p> <p>no class meeting</p> <p>**Final Project Due Date** As this is the last day of finals, no extensions will be granted.</p>

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.