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**Diversity, Equity, & Inclusion Concentration in the College of Natural Sciences**

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The Diversity, Equity, and Inclusion (DEI) Concentration is comprised of coursework and events to promote dialogue and guide students through a variety of experiences aimed at exploring and expanding understanding of complex ideas and issues. The goal of this credential is not to indicate mastery in these areas, but rather to demonstrate purposeful and thoughtful guided exploration and self-reflection around themes related to diversity and inclusion.

The concentration is advertised to undergraduates but available to everyone, including graduate students.

More information here: https://cns.utexas.edu/diversity/dei-concentration

**Education and Racism**

* NSC 109 – Race, Science, Ethics and Justice in the Classroom – Dr. Ariel Taylor
  + This is a UTeach course, primarily designed for those training to be K-12 teachers, however, it is a 1 credit course open to all.

The efforts of this course are part of a broad educational movement of social justice education wherein educators equip students to analyze, understand, and intervene in systems of oppression in order to advance equity for all people. This class is for students interested in exploring the intersectionality of race, ethics, and justice in science and mathematics classrooms at all levels in the 21st century. The objectives of this course are to equip students with tools for intergroup dialogue, increase empathy, challenge misconceptions, expand theoretical perspectives, cultivate analytic skills, and encourage reflexivity.

**Racism in Science**

* HIS 322R – Bio, Behavior, and Injustice – Dr. Alberto A. Martínez
  + This course explores interesting episodes in the history of science, focusing on questions about what aspects of human behavior are essentially determined by biological factors rather than by experiences and society. Changing beliefs about what is natural have affected how some people are treated, so we will discuss the social consequences of such notions. The course will include the following topics: theories of race, Darwin’s works, evolution in schools and U.S. courts, American eugenics and Nazi science, differences between women and men, IQ testing, the controversy about DNA and Rosalind Franklin, studies of twins separated at birth, genetic engineering, ethical issues on cloning animals and humans, biotechnology, the immortal cells of Henrietta Lacks, designer babies, biology in forensic science. This is a lecture course, with participation encouraged.
* HIS 350L – Race, Science, and Racism – Dr. Alberto A Martínez
  + This course explores important episodes in the history of biology regarding the classification of human races. For ages, human groups have endured conflicts with one another over racial differences and prejudices. However, according to many biologists and scientists, human races do not even exist. We will discuss how bodily traits such as skin color have affected how scientists and societies struggle to understand human differences.  
      
    We will analyze racism in several contexts, such as the Spanish Inquisition, the history of slavery in the U.S., the history of eugenics, the Civil Rights era, etc. We will discuss how classifications of races have changed over time in the works scientists such as Georges, Buffon, Benjamin Franklin, Johann Blumenbach, Charles Darwin, and others. We will analyze claims from popular books in light of primary historical sources. We will also trace the evolution of categories such as “black,” “white,” “Asian,” “Hispanic,” etc. We will discuss why such categories have varied in different places. We will especially analyze how racial categories have changed over time in government and institutions, such as the U.S. Census, and Texas public schools and universities.  
      
    Students will each freely propose topics that draw their curiosity. Students will be trained to make original historical findings rath.er than echo statements from history books. Throughout the semester, the students will present findings from their ongoing research projects
* HIS 322S History of Genetics/Eugenics – Dr. Philippa Levine
  + This course will explore the diverse variety of genetic and eugenic practices that began to emerge early in the 20th century and which remain, in contemporary reprogenetic practice, of vital importance today. While the most famous examples of eugenic policy remain those implemented in Nazi Germany and the infamous sterilization laws in the US and elsewhere during the inter-war years, in reality eugenic science influenced research, law, and social policy on every continent throughout the 20th century. Its legacy is often to be seen in today’s genetic research. The course will trace the radical changes in the field of genetics since the early the 20th century and consider the debate over the relationship between eugenics and modern genetics.  The course will range across a wide geographical area, looking at eugenic and genetic practice in Asia, Africa, and Latin America as well as Europe and North America.
* HIS 365G Science, Ethics, and Society – Dr. Philippa Levine
  + This course explores the ethics of scientific experimentation on humans in the 19th and 20th centuries. The Nuremberg code of the late 1940s will act as a pivotal historical marker in the course, and students will be encouraged to ask how far the principles of informed consent to which it gave rise changed the scientific landscape. The course will consider both medical and scientific projects and will focus largely on case studies. These may include experiments conducted on convicts, children and slaves. The course will also explore chemical warfare testing and radiation experiments; compulsory sterilization, and deception. Students will study science not only as an enterprise with a history, but a history closely tied to prevailing social values.

**History of Medicine and Race**

* LAH 350 Race and Medicine in American Life – Dr. John Hoberman
  + This course examines the relationship between African Americans and the American medical profession from the era of plantation slavery to the present day. The course divides the history of this relationship into several periods: the era of plantation medicine during the antebellum period; the formation and propagation of ideas about African American health following Emancipation; the practice of segregated medicine up until the 1960’s; interactions between black physicians and the American Medical Association prior to and during the Civil Rights era; and the period from the 1960’s to the present. The course examines the persistence of medical racism in American medicine up to the present day.

The course is built around two major themes: the history and dynamics of the estrangement of African Americans from the white medical establishment, and how racial folklore has influenced the diagnosis and treatment of black patients. Many inaccurate accounts of “racial” differences in anatomy, physiology, psychology, and immunity to disease persisted in the medical, psychiatric, and anthropological literatures for much or all of the twentieth century. Most of this history has remained unknown to successive generations of American physicians. We will examine the copious evidence of racially differential treatment and diagnosis that has appeared in medical literature over the past 25 years. We will then examine how white physicians have reacted to these findings and have talked among themselves and with others about physician behaviors they cannot explain because they do not think historically about race and medicine.

* AFR 380P Race and Medicine – Dr. Ashley Farmer
  + This course explores how race has played an outsized role in the history and practice of American medicine. The course examines the historical context out of which racist medical practices arose and how modern medical training has perpetuated these inaccuracies in both scholarship and clinical training. This interdisciplinary class will familiarize students with modern African American history and modern medical literature with the goal of critically engaging them in questions of race, ethnicity, biology, and medical treatment. It will be open to graduate students as well as students at the Dell Medical School.
* HIS 350L – Medicine in African History – Dr. Abena Dove Osseo-Assare
  + How do societies understand illness, and how do they restore good health? In this course, we explore how communities have confronted disease throughout Africa’s history. During the first six weeks, we read about the changing role of specialist healers since the 1700s, including shamans, malams, nurses, and drug peddlers. The second half of the course turns to the history of specific health concerns and diseases including malaria, reproductive health, and AIDS through regional case studies. Particular emphasis is placed on pre-colonial healing, medical education, colonial therapeutics, and the impact of environmental change.

This course offers participants a nuanced, historical perspective on the current health crisis in Africa. Staggering figures place the burden of global disease in Africa; not only AIDS and malaria, but also pneumonia, diarrhea and mental illness significantly affect the lives of everyday people. Studying the history of illness and healing in African societies provides a framework with which to interpret the social, political, and environmental factors shaping international health today.

* HIS 382J – Medicine in Empire/Diaspora – Dr. Abena Dove Osseo-Assare
  + How have medical ideas moved across time and space? In this course, we consider the making of medical knowledge since the 1500s. Readings and course materials consider different ways to conceptualize empires and diasporas to show overlapping arenas for medical authority.  Case studies include the circulation of materia medica within the British, Spanish, and Dutch empires, the contest between Ayurveda and biomedicine in South Asian diasporas, the movement of African medical knowledge during the trans-Atlantic slave trade, the globalization of Chinese traditional medicine, and research on genetic diseases within populations. Additional topics include bioprospecting for new drugs, birthing practices, globalization of clinical studies, and the spread of injections and vaccines. Course participants will gain a deep historical background in world history of medicine and global health. A primary goal of the course is to show points of connection between biomedicine and other healing traditions.
* HIS 366N – Global History of Disease – Dr. Abena Dove Osseo-Assare
  + This course introduces major themes in the history of medicine through the lens of disease. It focuses on two questions: How have people defined well-being? How have they responded to illness? The course considers major diseases to understand their multiple meanings across time and space including: Ebola, AIDS, malaria, plague, cholera, influenza, sleeping sickness, Chagas Disease, and PTSD. Themes to be considered include changing theories of disease causality, the development of international public health policy, social understandings of the body, and the growth of the pharmaceutical industry. The course emphasizes the roles governments, medical practitioners, and patients play in the social construction of disease and health. Case studies from India, Brazil, South Africa and the United States will be analyzed through readings, lectures and films.

Course Goals: Primarily, this course aims to equip participants with tools for reading and researching about the past. Further, it provides a useful introduction to medical history across cultures for those considering a career in medicine or public health. It shows how people define illness according to particular social and cultural categories overtime. Through specific case studies, the course provides participants with an historical framework to interpret current debates in health policy and disease management.

**Race and the body**

* SOC 395L Race and the Body – Dr. Simone A. Browne
  + This course will engage with theories and research methodologies in the sociological study of the body, with a focus on race, racism, gender and sexualities. Emphasis will be placed on close reading of the assigned texts so that discussion can focus on key issues and debates concerning the body in contemporary society, including: the role of space and location; theories of the subject and the meaning of subjectivity; state formation and social control.

Through the completion of written assignments and active seminar participation and preparation, students will develop an understanding of the language and conceptual tools necessary to interrogate the practices through which we come to be variously raced, gendered and abled. Students will be encouraged to raise their research concerns in the seminar and we will actively contribute to each other’s questions of interest and research design.

* H S 340 Health Disparities – Dr. Bridget Goosby
  + No info
* SOC 321K Reproductive Justice and Race – Dr. Sharmila Rudrappa
  + Since the Cairo Conference on Population and Development in 1994 state policies concerning women’s health around the world have taken a turn away from population control to reproductive health. Within this context, activists and scholars alike have turned their attention to reproductive justice that envisions the complete physical and mental well-being of women and girls, which can potentially be achieved when they have the economic, social, and political power and resources to make healthy decisions about their bodies, sexuality, and reproduction. In this class we ask: how do various social movements define reproductive justice? How is access to reproductive rights stratified by race and class? Through drawing students’ attention to specific case studies, this course illuminates on the specific challenges faced by women of color in the U.S., as well as women in developing countries across the world. Topics we will cover are forcible sterilization, access (or lack of access) to birth control, population control policies, prenatal and postnatal care, maternal and infant health outcomes in various parts of the world, sex selective abortions, new reproductive technologies, and stratified reproduction. As part of the final part of the course the students will think through the reproductive health issues facing women of color on campus, through conducting a survey.