

GENDER, SCIENCE, & TECHNOLOGY

Arizona State University
WST 598 (78457) – Fall 2006
Wednesday 4:40-7:30
Location: ECA 216

Instructor

Dr. Jill A. Fisher
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Office Hours: Monday: 3:00-4:00
Wednesday: 12:30-1:30
Other: By appointment

COURSE SYLLABUS

Course Description

The purpose of this course is to explore how science and technology reciprocally contribute to and are shaped by gender ideals and images. We use gender as a tool for critical thinking about such topics as studies of sex differences, science and engineering cultures, health and medicine, and technological systems. This course does not only look at the presence or absence of women in scientific or engineering professions, but it primarily examines the ways in which gender is always already infused in scientific ways of knowing and technological systems.

Course Content

Required Texts:

- Lederman, Muriel & Ingrid Bartsch (Eds.). (2001). *Gender and Science Reader*. New York: Routledge. (Referred to as **GSR**)
- Hopkins, Patrick D. (Ed.). (1998). *Sex/Machine: Readings in Culture, Gender, and Technology*. Bloomington: Indiana University Press. (Referred to as **S/M**)
- Lerman, Nina E., Ruth Oldenziel, & Arwen P. Mohun (Eds.). (2003). *Gender & Technology: A Reader*. Baltimore: Johns Hopkins University Press. (Referred to as **G&T**)
- Course Reader. Available at The Alternative Copy Shop (715 S. Forest Ave., 480-829-7992)

Reading

Complete all readings (and other assignments) **prior** to the class meeting for which they are scheduled. The readings will be drawn from the required texts for the course. You must bring readings (or copies of them) to class for the dates they are assigned. In some cases, I may distribute photocopied readings to you in class. See the course outline below for details on weekly readings.

Participation

Through communication, ideas are formed, revised, borrowed, and developed. It is through argument, description, explanation, and improvisation – within a community – that individual learning flourishes. This course requires full participation (including active listening, facilitating, note-taking, and question-asking) to create an environment of open and shared learning. An effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

Course Assignments & Grading

Weekly Writing Assignment (40%): Weekly essays are due by noon each Wednesday. These essays are based on the reading for that week and should aim to critically engage the material *as a whole*. Weekly essays should NOT be summaries of the readings. Instead, these essays could serve as a place for you to compare the perspectives of multiple authors, react to the readings (with thoughtfulness to *why* you reacted the way that you did) or trace a particular theme through the multiple readings. As a suggestion for writing these essays, it is strongly recommended that you identify the main argument(s) of each author/chapter prior to beginning to write. This will help to better understand the readings and will help you identify themes to write about. In addition, this will ensure that you are prepared for each class.

For each of these assignments, write 2-3 typed pages in response to the readings for each week. These assignments will be graded on a pass / not-yet-pass basis. If you do not "pass," you will be given one chance to revise it (due one week after you are notified). If you don't turn something substantive in for the week, you will receive a "fail" for that assignment and will not be allowed to make it up. Passed assignments will receive full credit; all others will receive 0. If you make a sincere effort, you will pass.

Mechanics: Post your entries to our course page on Blackboard under the proper week heading (e.g. "Week 2") in the discussion board section. Compose the entry in a word processing program, then cut-and-paste the text into Blackboard. Do not attach a file.

Research Paper (40%): There is one research paper required for this course. It should be 20-25 typed double-spaced pages in length. The paper will be on a topic of your choice relating to gender and science or gender and technology. This paper will be due on **Wednesday, December 6 at 4pm**. In order to ensure that topics are relevant to the course and – perhaps more importantly – doable papers, you will turn in a paper proposal in class. This will be due on Wednesday, November 1. You are allowed to change your topic at any point, but you must get my approval for the new topic. More information on this assignment will be distributed in class.

Grading

Weekly Assignments	40%
Research Paper	40%
Participation	20%
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	100%

Ground Rules

Out of respect for your classmates and yourself and in order for you to get the most from the course, please: 1) do all of the readings; 2) come to class promptly and attend regularly; 3) be courteous and respectful to one another, even in cases of disagreement; and 4) keep a sense of humor!

Academic Honesty

In order to avoid plagiarism, your papers must provide full citations for all references: direct quotes, summaries, or ideas. While you are encouraged to develop your thinking with your peers, you cannot use their material without citing it. Work from other courses will not be accepted in this course. Allowing your writing to be copied by another student is also considered cheating. Please review the Student Code of Conduct for complete guidelines on academic honesty. Note: Any instance of plagiarism or cheating can be grounds for failure of the entire course or expulsion from the university.

Gender-Fair Language

Language structures thought and action. Biases in language can (and do) naturalize inequities. Imprecise language also signifies un-interrogated values and sloppy thinking. For all of these reasons, the use of gender-fair language is expected in this course. For example, do not use words like "mankind" or "men" when referring to people in general; alternate between "she" and "he" instead of always using "he", or construct sentences in the plural instead of the singular so you can use "they" or "them" and avoid the problem altogether.

ESL/LD Students

Course requirements can be adjusted to serve the needs and capabilities of ESL and LD students. Please speak with me during the first two weeks of class to make arrangements. Students may be advised to attend additional sessions during my office hours so they can draw comparable value from the course.

Disclaimer

Finally, please be aware that this course includes topics that are controversial and may be uncomfortable. If you choose to take this class, you are responsible for completing all of the reading and written assignments. Remember that you do not have to agree with all of the material presented in this class, but you are required to read, listen, think, and write about the views presented. If you are uncomfortable with certain topics, I encourage you to discuss this with me as soon as possible so that we can determine how you will complete the assignments.

Course Schedule and Reading Assignments

Week One: Introductions

August 23:

In-class reading and exercise

Week Two: Theoretical frameworks for thinking about science and technology

August 30 Readings:

- Hess, *Science & Technology in a Multicultural World*. Chapters 1 & 2. (Reader)
- Winner, “Do Artifacts Have Politics?” (Reader)
- Wacjman, “Feminist Perspectives on Technology” (Reader)
- Bush, “Women and the Assessment of Technology” (Reader)

Week Three: Women in Science

September 6 Readings:

- GSR, Introduction & Section 1 Introduction, pp. 1-12
- GSR, Chapter 1 (Eisenhart & Finkel), pp. 13-23
- Eisenhart & Finkel, “In the Heretical Sectors.” (Reader)
- GSR, Chapter 2 (Brainard & Carlin), pp. 24-37
- GSR, Chapter 3 (Silverman), pp. 38-41
- GSR, Chapter 28 (Whitelegg), pp. 373-381
- Harvard President Lawrence Summers’ speech at NBER conference on 1/14/05 (Reader)
- Barres, “Does Gender Matter?” (Reader)

Recommended:

- GSR, Chapter 5 (Hubbard), pp.49-51
- GSR, Chapter 7 (Keller), pp. 59-62

Week Four: Creating Androcentric Science

September 13 Readings:

- Hubbard, “Science, Facts, and Feminism” (Reader)
- GSR, Section 2 (Entire), pp. 63-118

Week Five: “Difference” – Gonads & Brains

September 20 Readings:

- Tuana, “The Weaker Seed” (Reader)
- Martin, “The Egg & the Sperm” (Reader)
- Van den Wijngaard, “The Liberation of the Female Rodent” (Reader)
- Genova, “Women and the Mismeasure of Thought” (Reader)
- Nelkin & Lindee, “The Media-ted Gene” (Reader)
- GSR, Chapter 24 (Birke), pp. 309-322
- GSR, Chapter 25 (Kaplan & Rogers), pp. 323-342

Week Six: Scientific Constructions of Identity

September 27 Readings:

- GSR, Chapter 26 (Fausto-Sterling), pp. 343-366
- Terazawa, “Racialising of Bodies...” (Reader)
- Horn, “This Norm Which is not One” (Reader)
- Terry, “Anxious Slippages Between ‘Us’ and ‘Them’” (Reader)
- Groneman, “Nymphomania” (Reader)

Week Seven: Feminist Epistemologies

October 4 Readings:

- GSR, Section 3 Entire, pp. 119-230

Week Eight: Feminist Restructuring of Science

October 11 Readings:

- GSR, Section 6 Entire, pp. 383-490
- Schiebinger, Conclusion from *Has Feminism Changed Science?* (Reader)

Week Nine: Introduction to Technology & Gender Studies

October 18 Readings:

- S/M, Introduction, pp. 1-11
- G&T, Introduction, pp. 1-9
- G&T, Conclusion, pp. 425-449
- S/M, Chapter 1 (Stanley), pp. 17-32
- G&T, Chapter 1 (McGaw), pp. 13-36
- S/M, Chapter 5 (Oblespias-Ramos), pp. 89-94
- S/M, Chapter 2 (Cowan), pp. 33-49
- Rosen, “Are We Worthy of Our Kitchens” (Reader)

Week Ten: Gendered Technologies – Historical Examples

October 25 Readings:

- S/M, Chapter 3 (Martin), pp. 50-74
- S/M, Chapter 4 (Scharff), pp. 75-88
- G&T, Chapter 9 (Gamber), pp. 238-266
- G&T, Chapter 10 (Horowitz), pp. 267-294
- G&T, Chapter 13 (Goldstein), pp. 359-391

Week Eleven: Research Proposal Due

November 1:

Assignment Due:

Research paper proposal due

Week Twelve: Technology and the Body

November 8 Readings:

- G&T, Chapter 3 (Herzig), pp. 72-97
- S/M, Chapter 15 (Kessler), pp. 241-260
- S/M, Chapter 16 (Morgan), pp. 261-285
- S/M, Chapter 17 (Davis), pp. 286-305
- Frank, “Emily’s Scars” (Reader)
- Elliott, “A New Way To Be Mad” (Reader)

Week Thirteen: Gendered Pharmaceuticals

November 15 Readings:

- Hollander, “Viagra’s Rise above Women’s Health Issues” (Reader)
- Fishman & Mamo, “What’s in a Disorder?” (Reader)
- Fishman, “Sex, Drugs, and Clinical Research” (Reader)
- Chananie, “Psychopharmaceutical Advertising Strategies” (Reader)
- Greenslit, “Depression and Consumption” (Reader)
- Kahn, “How a Drug Becomes ‘Ethnic’” (Reader)

Week Fourteen: Technology and Sexuality

November 22 Readings:

- G&T, Chapter 4 (Maines), pp. 98-119
- S/M, Chapter 18 (Raymond), pp. 306-321
- S/M, Chapter 19 (Stone), pp. 322-341
- Garber, “Spare Parts” (Reader)
- Bunkle, “Calling the Shots?” (Reader)

Week Fifteen: Information Technologies – Digital vs. Analog Gender

November 29 Readings:

- G&T, Chapter 11 (Light), pp. 295-326
- S/M, Part Five (Entire), pp. 365-429
- Stone, “End of Innocence, Part II” (Reader)
- Rapp, “Real-Time Fetus” (Reader)

Week Sixteen: FINAL PAPER DUE

Wednesday, December 6:

Final Paper due in ECA 209 at 4 PM