

## LCC3225 – Gender Studies and the Disciplines

Spring 2014

Professor Anne Pollock, [apollock@gatech.edu](mailto:apollock@gatech.edu)

Course Meets: MWF11-12, Skiles 308

Office Hours: Wednesday 2-4 or by appointment, Skiles 360

This course explores the concept of gender and its usefulness as a theoretical category in a variety of disciplines. This semester will focus on disciplines of biomedicine. We will start with a few foundational texts on gender and biomedicine, and then move into exploration of three pivotal medical fields that draw out different aspects of gender analysis: obstetrics, cardiology, and endocrinology. Throughout the semester, students will work in groups to do research projects on a particular bio/medical discipline of interest to them – such as pediatrics, genetics, psychiatry, sports medicine, geriatrics, plastic surgery, oncology, regenerative medicine, global health, neuroscience, or other topic of their choice. Two preparatory assignments will build toward a final research report that will highlight aspects of gender and biomedicine that consideration that particular discipline helps to bring to the fore.

### Course Objectives

- To be exposed to and adept at applying a range of analytical approaches from gender studies
- To increase awareness of and think critically about the gendered context of the creation of biomedical knowledge and practice
- To gain in-depth knowledge about a particular biomedical discipline of interest
- To develop abilities to think critically and to communicate effectively about the interactions among medicine, science, and social context

### Requirements for the Course

Keeping up with the readings and participating in class, 30%

*Engagement with the readings is a major focus of this class, and students are expected to come to class prepared to discuss them. All readings will be available on T-Square. Listening to and responding to peers is also a key aspect of participation.*

- ❖ Class attendance and participation: 15 points.
- ❖ Blog Entries: 15 points. *Before* class each day for which readings are assigned, write an entry on your response to the readings on the blog section of T-Square. Your short comments (200-250 words) should be posted by 9am, demonstrate that you have done the reading, and note comments and questions that you would like to raise in class.

Research project on biomedical discipline of your choosing, 70%

*The other major focus of the class is research and analysis of particular a biomedical discipline. This group project includes individually-assessed prep components and a final written group report.*

- ❖ Close reading of an image or short video clip, individually assessed: 10 points
- ❖ Annotated bibliography, individually assessed: 10 points
- ❖ Report Pitch, assessed as a group: 10 points
- ❖ Three group presentations of work in progress, assessed as a group: 5 points each
- ❖ Final report of group project, jointly written and assessed as a group: 25 points. Each group member must also complete an individual self-assessment of their work.

**ADAPTS** accommodation is available for students with disabilities: <http://www.adapts.gatech.edu/>

**Honor Code:** In all assignments, be sure to reference and include full citations for any words or concepts that are not your own. Students are encouraged to seek help from each other on all assignments, as well as from the Comm Lab and the professor. Late assignments will be penalized two points per day.

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>1</b>	<p style="text-align: right;">Jan 6</p> <p>Introductions</p>	<p style="text-align: right;">Jan 8</p> <p><b>Foundations</b></p> <p>Martin, Emily, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," <i>Signs</i> 16.3 (1991): 485-501.</p>	<p style="text-align: right;">Jan 10</p> <p><b>Foundations</b></p> <p>Williams, Patricia, "Spare Parts, Family Values, Old Children, Cheap," in <i>Critical Race Feminism: A Reader, 2<sup>nd</sup> Edition</i>, edited by Adrien Katherine Wing, New York University Press, 2003, pp. 159-166.</p>
<b>2</b>	<p style="text-align: right;">Jan 13</p> <p><b>Foundations</b></p> <p>Clarke, Adele, "From the Rise of Medicine to Biomedicalization: U.S. Healthscapes and Iconography, Circa 1890-Present," from <i>Biomedicalization: Technoscience, Health, and Illness in the U.S.</i>, edited by Adele E. Clarke et al., Duke University Press, 2010, pp. 104-146.</p>	<p style="text-align: right;">Jan 15</p> <p><b>Foundations</b></p> <p>Riska, Elianne, "Gender and Medicalization and Biomedicalization Theories," from <i>Biomedicalization: Technoscience, Health, and Illness in the U.S.</i>, edited by Adele E. Clarke et al., Duke University Press, 2010, pp. 147-170.</p>	<p style="text-align: right;">Jan 17</p> <p>Form groups for Projects</p> <p><i>Bring laptops to start searching for images</i></p>
<b>3</b>	<p style="text-align: right;">Jan 20</p> <p>MLK Day – No Class</p>	<p style="text-align: right;">Jan 22</p> <p><b>OB/GYN</b></p> <p>Dirfe, J, "The Start of Life: a history of Obstetrics," <i>Postgraduate Medical Journal</i> 78 (2002):311–315.</p> <p>Leavitt, Judith Walzer, "'Science' Enters the Birthing Room: Obstetrics in America Since the Eighteenth Century," <i>The Journal of American History</i>, 70.2 (1983): pp. 281-304.</p>	<p style="text-align: right;">Jan 24</p> <p><b>OB/GYN</b></p> <p>Costello, Carrie Yang, "Teratology: 'Monsters' and the Professionalization of Obstetrics," <i>Journal of Historical Sociology</i> 19.1 (2006): 1-33.</p>

4	<p style="text-align: right;">Jan 27</p> <p><b>OB/GYN</b></p> <p>Martin , Emily. <i>The Woman in the Body: A Cultural Analysis of Reproduction</i> (Boston: Beacon, 1987): Chapters 3 &amp; 4, "Medical Metaphors of Women's Bodies: Menstruation and Menopause," (pp. 27-53) and "Medical Metaphors of Women's Bodies: Birth" (pp. 54-70).</p>	<p style="text-align: right;">Jan 29</p> <p><b>OB/GYN</b></p> <p>Rapp, Rayna. "Real-Time Fetus: The Role of the Sonogram in the Age of Monitored Reproduction," In <i>Cyborgs &amp; Citadels: Anthropological Interventions in Emerging Sciences and Technologies</i>, edited by Gary L. Downey, Joseph Dumit, (Santa Fe: School of American Research Press, 1997): 31-48.</p>	<p style="text-align: right;">Jan 31</p> <p>Present and Discuss Image Close Readings Groups 1-4</p>
5	<p style="text-align: right;">Feb 3</p> <p><b>OB/GYN</b></p> <p>Kapsalis, Terri. "Mastering the Female Pelvis: Race and the Tools of Reproduction," in <i>Skin Deep, Spirit Strong: The Black Female Body in American Culture</i>, edited by Kimberly Wallace-Saunders (Ann Arbor: University of Michigan Press), pp. 263-300.</p> <p>Sims, selection from <i>Story of My Life</i></p>	<p style="text-align: right;">Feb 5</p> <p>Guest Lecture: Race, Gender, Citizenship</p>	<p style="text-align: right;">Feb 7</p> <p>Present and Discuss Image Close Readings Groups 5-8</p> <p><i>Image Close Readings due at 11:59pm</i></p>
6	<p style="text-align: right;">Feb 10</p> <p><b>OB/GYN</b></p> <p>Kapsalis, Terri, "Cadavers, Dolls, and Prostitutes: Medical Pedagogy and the Pelvic Rehearsal," in <i>Women and health: power, technology, inequality, and conflict in a gendered world</i>, edited by Kathryn Strother Ratcliff (Boston: Allyn &amp; Bacon, 2002), 38-47.</p>	<p style="text-align: right;">Feb 12</p> <p>Research Day: Bring Laptops</p>	<p style="text-align: right;">Feb 14</p> <p><b>Cardiology</b></p> <p>Braunwald, Eugene, "The Rise of Cardiovascular Medicine," <i>European Heart Journal</i> 33 (2012): 838-846.</p> <p>Aronowitz, Robert, "From the Patient's Angina Pectoris to the Cardiologist's Coronary Heart Disease," from <i>Making Sense of Illness: Science, Society, and Disease</i> (Cambridge: Cambridge University Press, 1998), pp, 84-110.</p>

7	<p style="text-align: right;">Feb 17</p> <p>Guest Lecture: Marty Fink on Trans Health</p>	<p style="text-align: right;">Feb 19</p> <p><b>Cardiology</b></p> <p>Birke, Linda, "The Heart: A Broken Metaphor?" in <i>Feminism and the Biological Body</i> (Edinburgh: Edinburgh University Press, 2000), pp. 112-134.</p>	<p style="text-align: right;">Feb 21</p> <p><b>Cardiology</b></p> <p>Ehrenreich, Barbara. "Reasons of the Heart: Cardiology Rewrites the Masculine Script", In <i>The Hearts of Men: American Dreams and the Flight from Commitment</i>. (New York: Anchor Press/Doubleday, 1983). 68–87.</p>
8	<p style="text-align: right;">Feb 24</p> <p><b>Cardiology</b></p> <p>Riska, Elianna <i>Masculinity and Men's Health: Coronary Heart Disease in Medical and Public Discourse</i> (Oxford: Rowman and Littlefield, 2006), Chapters 2, 6, and 9, "The Victimized Self: Men's Personality as a Risk Factor" (pp. 11-25); "John Henryism: The Hard-Working Marginal Man" (pp. 73-84); "Conclusion" (pp. 111-127).</p>	<p style="text-align: right;">Feb 26</p> <p><b>Cardiology</b></p> <p>Angus, Jan, "Contesting Coronary Candidacy: Reframing Risk Modification in Coronary Heart Disease," in <i>Contesting illness: processes and practices</i>, edited by Pamela Moss and Katherine Teghtsoonian, University of Toronto Press, 2008, pp. 90-106.</p>	<p style="text-align: right;">Feb 28</p> <p>Research day <i>Be prepared to show the professor the progress you have made on your annotated bibliographies so far</i></p>
9	<p style="text-align: right;">Mar 3</p> <p><b>Cardiology</b></p> <p>Shim, Janet, "The Stratified Biomedicalization of Heart Disease: Expert and Lay Perspectives on Racial and Class Inequality," in <i>Biomedicalization: Technoscience, Health, and Illness in the U.S.</i>, edited by Adele E. Clarke et al., Duke University Press, 2010, pp. 218-241.</p>	<p style="text-align: right;">Mar 5</p> <p>Present and Discuss Annotated Bibliographies Groups 1-4</p>	<p style="text-align: right;">Mar 7</p> <p>Present and Discuss Annotated Bibliographies Groups 5-8</p> <p><i>Annotated Bibliographies due at 11:59pm</i></p>
10	<p style="text-align: right;">Mar 10</p> <p>No class (Prof on research trip)</p>	<p style="text-align: right;">Mar 12</p> <p>No class (Prof on research trip)</p>	<p style="text-align: right;">Mar 14</p> <p>No class (Prof on research trip)</p>
11	SPRING BREAK		

12	<p style="text-align: right;">Mar 24</p> <p><b>Endocrinology</b></p> <p>Eknoyan, Garabed, "Emergence of the concept of endocrine function and endocrinology," <i>Advances in Chronic Kidney Disease</i>, 11.4 (October 2004): 371-376.</p> <p>Nordlund, Christer, "Endocrinology and expectations in 1930s America: Louis Berman's ideas on new creations in human beings," <i>British journal for the history of science</i>, 2007.</p>	<p style="text-align: right;">Mar 26</p> <p><b>Endocrinology</b></p> <p>Fausto-Sterling, Anne, <i>Sexing the Body</i> "Sex Glands, Hormones, and Gender Chemistry," (pp. 146-169) and "Do Sex Hormones Really Exist? (Gender Becomes Chemical)" (pp. 170-194)</p>	<p style="text-align: right;">March 28</p> <p>Group work</p>
13	<p style="text-align: right;">Mar 31</p> <p><b>Endocrinology</b></p> <p>Roberts, Dorothy, "The Dark Side of Birth Control," in <i>Killing the Black Body: Race, Reproduction, and the Meaning of Liberty</i>, Vintage Books, 1997, pp. 56-103.</p>	<p style="text-align: right;">April 2</p> <p><b>Endocrinology</b></p> <p>Roberts, Celia, "Fluid Ecologies: Changing Hormonal Systems of Embodied Difference," in <i>Bits of Life Feminism at the Intersections of Media, Bioscience, and Technology</i>, edited by Anneke Smelik and Nina Lykke, University of Washington Press, 2008, pp. 45-60.</p>	<p style="text-align: right;">April 4</p> <p>Group work</p>
14	<p style="text-align: right;">April 7</p> <p>Report Pitch and Discussion Groups 1-3</p>	<p style="text-align: right;">April 9</p> <p>Report Pitch and Discussion Groups 4-6</p>	<p style="text-align: right;">April 11</p> <p>Report Pitch and Discussion Groups 7-8</p>
15	<p style="text-align: right;">April 14</p> <p>Group work</p>	<p style="text-align: right;">April 16</p> <p>Group work</p>	<p style="text-align: right;">April 18</p> <p>Group work</p>
16	<p style="text-align: right;">April 21</p> <p>Dead Week</p>	<p style="text-align: right;">April 23</p> <p>Dead Week</p>	<p style="text-align: right;">April 25</p> <p>Wrap-up Day Final report due Individual self-assessment due</p>