LCC3304: Science, Technology and Gender – Spring 2015
Professor Anne Pollock, apollock@gatech.edu
Course Meets: Skiles 371, Monday and Wednesday 1:30-3pm
Office Hours: Skiles 360, Wednesdays 10am-noon, or by appointment

Overview of the Course
This course explores intersections of gender, science and technology. It draws principally on materials from the interdisciplinary fields of science and technology studies, women's studies, and media studies, to introduce students to analysis of science and technology through a gender lens. The class begins by introducing foundational texts and ideas, and then has two units that break down gendered analysis into bits: first body parts, then digital bits. Students will use the topical familiarity and analytical skills gained to develop group projects on a topic of their choosing, which touches to some degree on both the digital and the biological, to be presented in class and as a web project.

Course Objectives:
- ❖ To gain familiarity with key concepts and approaches in the interdisciplinary inquiry into science, technology, and gender
- ❖ To hone analytical skills through reading and writing that applies those concepts and approaches to wide-ranging topics
- ❖ To communicate in sophisticated ways about these issues, especially orally and in writing
- ❖ To produce a polished web project that demonstrates mastery over course themes and outside research on a topic of your choosing

Requirements and assessment:
Engagement with the readings is a major focus of this class, and students are expected demonstrate that engagement through blogs, class discussion, an individual presentation, two exams, and a final project. All readings are available on T-Square.
- ❖ Blog Entries: 20%. *Before class* on 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 (200-300 words) should be posted by noon, demonstrate that you have done the readings, and note comments and questions that you would like to raise in class.
- ❖ Class attendance and participation: 20%. Students are expected to come to class prepared to discuss the readings in depth as well as broader themes, and to engage with peers' comments.
- ❖ Individual presentation: 5%. Each student signs up for a particular class reading and helps to kick off class discussion on it. The presentation should last between five and ten minutes. The presenter should concisely remind the class of the general topic and central argument of the reading being discussed, and hone in on *one particular idea* from the reading for analysis and discussion.
- ❖ In-class exam on Unit 1: 15%
- ❖ In-class exam on Unit 2: 15%
- ❖ Group web site on a particular topic of your choosing on Unit 3: 25%
    Includes three components: individually-assessed prep assignment (5%), group web site and
    presentation (15%), and individual written reflection on the project's successes and challenges (5%).

Attendance Policy: Attendance is required.
ADAPTS accommodation is available for students with disabilities: http://www.adapts.gatech.edu/
Honor Code: Students must do their own work on blogs and exams, and be accountable for their participation in group work. Late work will not be accepted.

UNIT 1: FOUNDATIONS	
Wk 1	**Mon Jan 5** **Intro to Class** Go over syllabus In-Class film: "Gender and Science" Discussion	**Wed Jan 7** **Gender and Science** Schiebinger, Londa. "Theories of Gender and Race." In *Nature's Body: Gender in the Making of Modern Science.* Boston: Beacon Press, 1993, pp. 143-183. Fox Keller, Evelyn. (1985). "Gender and Science," in *Reflections on Gender and Science* (pp. 76-94). New Have: Yale University Press.
Wk 2	**Mon Jan 12** **Making Sex and Gender** De Lauretis, Teresa. "The Technology of Gender," in *Technologies of Gender: Essays on Theory, Film, and Fiction*. Bloomington: Indiana University Press 1987, pp. 1-30. Fausto-Sterling, Anne. "Dueling Dualisms," from *Sexing the Body: Gender Politics and the Construction of Sexuality* Boston: Basic Books, 2000, pp. 1-29.	**Wed Jan 14** **Feminist Science and Technology Studies** Subramaniam, Banu. "Moored Metamorphoses: A Retrospective Essay on Feminist Science Studies," *Signs: Journal of Women in Culture and Society*, 34.4(2009), 951–980. Wajcman, Judy. "Feminist Theories of Technology," *Cambridge Journal of Economics* 34 (2010): 143-152.
Wk 3	**Mon Jan 19** MLK Day – No Class	**Wed Jan 21** **Cyborg Feminism** Haraway, Donna. "Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late 20th Century," in *Simians, Cyborgs and Women: The Reinvention of Nature,* New York: Routledge, 1991, pp. 147-181.
Wk 4	**Mon Jan 26** **Feminist perspectives** Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies*, 14.3(1988): 575-599. hooks, bell. "Choosing the Margin as a Space of Radical Openness," in *Gender Space Architecture: an Interdisciplinary Introduction*, edited by Jane Rendell, Barbara Penner, and Iain Borden, 2000 [1986], pp. 203-209.	**Wed Jan 28** **Gendered Technologies** Boyer, Kate, and Kim England. "Gender, work and technology in the information workplace: from typewriters to ATMs," *Social & Cultural Geography* 9.3(2008): 241-256. Mellstrom, Ulf. "Machines and Masculine Subjectivity: Technology as an Integral Part of Men's Life Experiences," *Men and Masculinities* 6.4(2004): 368-382.

UNIT 2: GENDER IN BITS: BODYPARTS	
Wk 5 Mon Feb 2 **In-Class Exam on Unit 1**	Wed Feb 4 **Gametes** Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," *Signs* 16.3(1991), 485-501. Almeling, Rene. "Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material," *American Sociological Review* 72.3(2007): 319-340.
Wk 6 Mon Feb 9 **Hearts** Birke, Lynda. "The Heart: A Broken Metaphor?" in *Feminism and the Biological Body*, Rutgers University Press, 2000, pp. 112-134. Emslie, Carol, Kate Hunt, and Graham Watt. "Invisible Women?: The importance of gender in lay beliefs about heart problems." *Sociology of Health and Illness* 23.2(2001), 203-233.	Wed Feb 11 **Professor away at a conference – no class or office hours**
Wk 7 Mon Feb 16 **Brains** Wassmann, Claudia. "Evaluating Threat, Solving Mazes, and Having the Blues: Gender Differences in Brain-Imaging Studies," in Jill Fisher, ed., *Gender and the Science of Difference : Cultural Politics of Contemporary Science and Medicine*, pp. 67-87. Piscataway, NJ: Rutgers University Press, 2011. Roy, Deboleena. "Neuroethics, Gender, and the Response to Difference," *Neuroethics* 5(2012): 217-230.	Wed Feb 18 **Breasts** Lorde, Audre. "Breast Cancer: Power Versus Prosthesis," in *The Cancer Journals* (pp. 55-77). San Francisco: Aunt Lute Books, 1980. Boyer, Kate. "Of care and commodities: breast milk and the new politics of mobile biosubstances," *Progress in Human Geography* 34.1(2010): 5-20.

Wk 8	Mon Feb 23 **Bones** Fausto-Sterling, Anne. "Bare Bones of Sex Part 1: Sex and Gender," *Signs: Journal of Women in Culture and Society* 30.2(2005), 1491-1527. Schiebinger, Londa. "More than Skin Deep: The Scientific Search for Sexual Difference," in *The Mind Has no Sex?: Women and the Origins of Modern Science*, pp. 189-213. Cambridge, MA: Harvard University Press, 1991.	Wed Feb 25 **Hair** Herzig, Rebecca. "Removing Roots: 'North American Hiroshima Maidens and the X Ray," *Technology and Culture* 40(1999): 723-745. Mercer, Kobena. "Black Hair/Style Politics," *new formations* 3(Winter 1987): 33-54.
UNIT 3: GENDER IN BITS: DIGITAL		
Wk 9	Mon Mar 2 **In-class exam on Unit 2**	Wed Mar 4 Form groups for final projects
Wk 10	Mon Mar 9 **Computers** Light, Jennifer S. "When Computers were Women," *Technology & Culture*, 40.3(1999): 455-483. Edwards, Paul N. "The Army and the Microworld: Computers and the Politics of Gender Identity," *Signs* 16.1(1990): 102-127.	Wed Mar 11 **Video Games** Magnet, Shoshana. "Playing at Colonization: Interpreting Imaginary Landscapes in the Video Game *Tropico*," *Journal of Communication Inquiry* 30.2(2006): 142-162. Fullerton, Tracy, Jacqueline Ford Morie, and Celia Pearce. "A Game of One's Own: Towards a New Gendered Poetics of Digital Space" *The Fibreculture Journal* Issue 11 (2008) http://eleven.fibreculturejournal.org.
Wk 11	SPRING BREAK MARCH 16-20	
Wk 12	Mon Mar 23 Web design workshop Research time – bring laptops	Wed Mar 25 **Internet Cultures** Wakeford, Nina. 'New Technologies and "Cyberqueer" Research', pp. 115–44 in Diane Richardson and Steven Seidman (eds) *Handbook of Lesbian and Gay Studies*. London: Sage, 2002. Turkle, Sherry. "TinySex and Gender Trouble," in *Life on the Screen: Identity in the Age of the Internet*, Simon & Schuster, 1995, pp. 210-232.

Wk 13	Mon Mar 30	Wed Apr 1
	Web 2.0 and User-Generated Content Paasonen, Susanna. "Labors of Love: Netporn, Web 2.0, and the Meanings of Amateurism," *New Media and Society*, 12.5(2010), 1-16. Duffy, Brooke Erin. "Empowerment Through Endorsement? Polysemic Meaning in Dove's User-Generated Advertising," *Communication, Culture & Critique* 3 (2010) 26–43.	In-class work on group projects **Prep assignment due at midnight**
Wk 14	Mon Apr 6	Wed Apr 8
	Mobile Wajcman, Judy, Michael Bittman, and Judith E. Brown. "Families without Borders: Mobile Phones, Connectedness and Work-Home Divisions," *Sociology* 42.4(2008): 635-652. Race, Kane. Speculative pragmatism and intimate arrangements: online hook-up devices in gay life," *Culture, Health, & Sexuality,* Published advance online July 3, 2014, doi:10.1080/13691058.2014.930181	In-class work on group projects
Wk 15	Mon Apr 13	Wed Apr 15
	Present group projects	Present group projects
Wk 16	Mon Apr 20	Wed Apr 22
	In-class polishing of group projects: bring laptops **Final group project and individual reflection on group project due Tuesday April 21 at noon**	LAST DAY OF CLASS wrap up and course evaluation: bring laptops