

Professor Melissa Stein
Office Hours: Wednesdays, 1:00-4:00 p.m., and by apt.
Office: Breckinridge Hall 206
Email (preferred contact): melissa.stein@uky.edu
Phone: 859-257-9205

GWS 700-001
Mondays, 2:00-4:30 p.m.
Breckinridge Hall-Rm.107

GENDERING SCIENCE

Fall 2016



Who does science and how does that shape the knowledge that is produced? What does gender have to do with it? And, as the title of one course reading queries, has feminism changed science? These are among the central questions of this course, which provides an introduction to the interdisciplinary field of feminist science studies.

Course themes also include:

- Scientific ideas about gender and sex difference, as well as race, across time and space
- Ecofeminist analysis
- The role of human gender ideology in scientific understandings of animals and the natural world
- Gender, race, and technology
- Feminist critiques of “objectivity” and contributions to scientific ethics
- Women and people of color as, in turn, objects of scientific study and themselves producers of science.

This course will count toward requirements for undergraduate GWS majors and minors, as well as, the GWS graduate certificate, and other degrees as appropriate.

Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Explore the development of feminist science studies as a scholarly field, survey foundational and recent texts, analyze key theoretical interventions, and identify gaps or questions within the field for further exploration.
- Develop an understanding of the ways in which science is historically and culturally situated; how (and by whom) scientific knowledge is produced and contested; and the ways in which individuals experience, present, and understand their bodies.
- Build skills in developing and defending a scholarly argument, in both oral and written communication.
- Learn the conventions of scholarly writing employing primary and secondary evidence.

Required Texts:

- Londa Schiebinger, *Has Feminism Changed Science?*
- Emily Martin, *The Woman in the Body: A Cultural Analysis of Reproduction*
- Donna Haraway *Primate Visions: Gender, Race, and Nature in the World of Modern Science*
- Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*
- Melissa Stein, *Measuring Manhood: Race and the Science of Masculinity, 1830-1934*
- Banu Subramaniam, *Ghost Stories for Darwin: The Science of Variation and the Politics of Diversity*

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Canvas.

Recommended:

- Mary Myer, Mary Barbercheck, Donna Giesman Cookmeyer, Hatice Ozturk, and Marta Wayne, eds., *Women, Science, and Technology: A Reader in Feminist Science Studies* (Routledge, 2008) [abbreviated as *WST* in the course schedule below]
~AND/OR~
- Patrick Thompson, ed. *Sex/Machine: Readings in Culture, Gender, and Technology* (Indiana University Press, 1999)

We will be reading numerous articles from both anthologies, all of which will also be available on Blackboard. But if you are pursuing graduate work in feminist science studies or a related topic, both are excellent anthologies to own, especially as you prepare for your exams or to inform the literature review in your dissertation or dissertation proposal.

Readings:

The readings required in this course **average 200 pages a week** (generally one book, or several articles, each week). Students are expected to do all the reading, and to be prepared to discuss the readings in class (please bring your readings to class).

Attendance Policy:

In order for a discussion-intensive graduate-level course to work, everyone's presence and active participation is essential. Attendance is **mandatory**. More than one unexcused absence will lower your final grade a full grade. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Classroom Behavior, Decorum and Civility:

Students will not always agree on the issues discussed in class. Such debate is encouraged; discussion is more engaging when a range of perspectives are represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to “silent” prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

Plagiarism and Academic Dishonesty:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure

about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during schedule office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science, Suite 407; phone: 257-2754; Director: David Beach, dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

Submission of Assignments:

Weekly response papers should be turned in at the start of class in hard copy; the larger paper, both the draft and final copy, should be turned in to me in electronic copy (by email attachment, as a .doc or .docx file).

Grading system:

In a 700 level course, grading standards are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C substandard work for the graduate level
- E performance that fails to meet course requirements or exhibits academic dishonesty

Assignments/Grading (All assignments must be completed to pass the course):

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|--------------------------------|-----|
| Class Participation: | 20% |
| Facilitating Class Discussion: | 15% |
| Response Papers: | 20% |
| Final Paper | 45% |

Class Participation: In order for a discussion-oriented course to work, everyone's presence and active participation is essential. Part of the function of a seminar is to build skills in scholarly debate; consequently, students will be expected to engage with each other's ideas in classroom discussion as well as with the arguments made in the readings. (See also the statement above on "Classroom Behavior, Decorum, and Civility.")

Facilitating Class Discussion: At the beginning of the course, each student will sign up for a class session for which they will facilitate discussion. Facilitators should prepare approximately 6-8 open-ended questions in advance and bring at least one hard copy on their designated day, to be turned in to the professor at the end of class.

Response Papers: Students will turn in response papers (1-2 pages) at the beginning of class every Monday, EXCEPT the week when they are responsible for facilitating class discussion. These papers should summarize and synthesize the assigned readings for the week and discuss an aspect you found particularly interesting or problematic. They should also consider what questions the readings raise for gender studies scholarship and/or potential new directions toward which they point the field. Please note that the response papers are designed to ensure you are keeping up with and understanding the readings, and they are a relatively simple way to pull up your grade if needed.

Paper Assignment: In addition to the response papers, students will complete one longer paper on a topic related to the course. Students will be working on this assignment throughout the semester, and receive feedback from the professor and a writing partner as their projects progress. Whenever significant written work related to the larger paper assignment is due, there will be no other readings assigned to allow you ample time to devote to writing.

Over the course of the semester, you will construct an exploratory paper of **18-20** pages that considers how one or more of the overarching threads, scholarly debates or theoretical frameworks in feminist science studies covered in the course might inform your own work and research in your specific disciplinary or interdisciplinary field. This assignment is designed to facilitate your individual research agenda, at your particular stage in graduate school; you may want to use it to develop your dissertation proposal, a literature review section in the introduction of your dissertation or thesis, a portion of a chapter, etc. Regardless of the topic you chose, your paper should identify a reading or subset of readings from the course, as well as several related outside readings (4-7 total, depending on length), and discuss how they resonate with or challenge your work and what questions they raise for further research. You should meet individually with me as you develop your topic, to discuss its scope and possible directions.

In total, work related to the paper assignment is worth **45% of your final grade**; portions of the assignment grading break down as follows:

- Paper Topic Statement & Preliminary Bibliography (5%): Students will write 1-3 paragraphs identifying a research topic related to the course and how they plan to approach it, followed by a preliminary bibliography of primary (newspaper and magazine articles, scientific journal articles, television news stories, etc) and secondary sources (scholarly articles or books). We will devote a portion of class to discussing students' paper topics on **September 12th**; students need not pre-circulate their write-ups in advance of class that day, but **must** turn in a hard copy to the professor at the end of class.
- Paper Draft (10%): Students will pre-circulate drafts of their papers (minimum of 12 pages) to the class by email attachment by **Friday, November 18th** at 5:00 p.m. While you will note the minimum page number for your paper drafts, you should consider that the longer and/or further along your paper is, the more substantive feedback you will be able to receive from your peers and the professor.
- Peer Review (10%): Each student will read and comment on the draft of his/her writing partner, to whom you will submit written feedback (one page of summary notes and marginalia where appropriate) in class on **November 28th**. Please provide a hard copy of your summary notes to the professor in class that day as well.
- Final Draft (20%): The final draft of your paper is due to the professor by 11:59 p.m. on **Wednesday, December 14th** (please send by email attachment in .doc or .pdf format). Your final draft should be polished and demonstrate revision over the course of the semester; it should also show that you have considered and addressed the feedback you received from your writing partner and the professor.

WEEK ONE

August 29—Introduction

WEEK TWO

September 5—NO CLASS, LABOR DAY

WEEK THREE

September 12—Feminist Science Studies: Reflections from Foundational Scholars

Readings: Anne Fausto-Sterling, "The Myth of Neutrality" *The Radical Teacher* 19 (1981); Aimee Sands, "Never Meant to Survive, a Black Woman's Journey: An Interview with Evelyn Hammonds" in *WST*; Banu Subramaniam, "And the Mirror Cracked! Reflections of Natures and Cultures," in *Feminist Science Studies: A New Generation*

Turn in and discuss **paper topic statements and preliminary bibliographies in class**

WEEK FOUR

September 19—Women in Science

Readings: Londa Schiebinger, *Has Feminism Changed Science?*

WEEK FIVE

September 26—Health, Gender, and “Domestic Science”

Readings: Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*

WEEK SIX

October 3—Gendering Scientific Racism

Readings: Melissa Stein, *Measuring Manhood: Race and the Science of Masculinity, 1830-1934*

WEEK SEVEN

October 10—Gendered Technologies

Readings: Ruth Schwartz Cowan, “The ‘Industrial Revolution’ in the Home: Household Technology and Social Change in the Twentieth Century” in *Sex/Machine*; Andrea Tone, “A Medical Fit for Contraceptives” in *WST*; Rachel Maines, “Socially Camouflaged Technologies: The Case of the Electromechanical Vibrator” in *WST*

WEEK EIGHT

October 17—Reproductive Technologies and Bioethics

Readings: Lori B. Andrews, “Surrogate Motherhood: The Challenge for Feminists,” in *Sex/Machine*; Laura Harrison, “The Woman or the Egg? Race in Egg Donation and Surrogacy Databases” in *Genders Journal* 58 (2013); Helen Bequaert Holmes, “Sex Preselection: Eugenics for Everyone?” in *Sex/Machine*; Julien Murphy, “Is Pregnancy Necessary? Feminist Concerns about Ectogenesis” in *Sex/Machine*; Dorothy Roberts, “Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?” *Signs* 34 (2009)

WEEK NINE

October 24—“The Means of Production:” Reproduction & Rhetoric

Readings: Emily Martin, *The Woman in the Body: A Cultural Analysis of Reproduction*

WEEK TEN

October 31—Constructing the Body

Readings: Suzanne Kessler, “The Medical Construction of Gender: Case Management of Intersexed Infants,” in *WST*; Anne Fausto-Sterling, “Sexing the Body: How Biologists Construct Human Sexuality,” in *International Journal of Transgenderism* (1997); Sandy Stone, “The Empire Strikes Back: A Posttranssexual Manifesto,” in *Sex/Machine*

WEEK ELEVEN

November 7—What's So Natural About Nature?

Readings: Donna Haraway, *Primate Visions: Gender, Race, and Nature in the World of Modern Science*

WEEK TWELVE

November 14—NO CLASS

Readings: None. Work on **paper drafts**, due by email attachment to writing partner and the professor on Friday, **November 18** at 5:00 p.m.

WEEK THIRTEEN

November 21—Nature, Biology, and Diversity

Readings: Banu Subramaniam, *Ghost Stories for Darwin: The Science of Variation and the Politics of Diversity*

WEEK FOURTEEN

November 28—Mother Earth? Gendering the Environment

Readings: Ruth Perry, “Engendering Environmental Thinking: A Feminist Analysis” in *WST*; Stacy Alaimo, “Trans-Corporeal Feminisms and the Ethical Space of Nature” in *Material Feminisms*; Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide* (excerpts)

Peer review draft comments due

WEEK FIFTEEN

December 5—Cyborgs, Science, and the Future of Feminism

Readings: Donna Haraway, “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century” and Evelyn Fox Keller, “Gender and Science: An Update,” in *WST*; Joseph Rouse, “Feminism and the Social Construction of Scientific Knowledge,” in *Feminism, Science, and The Philosophy of Science* (1996)

****FINAL PAPER DUE Wednesday, December 14** by 11:59 p.m. (by email attachment)



Early marketing campaign targeting women as computer users