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.
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<thead>
<tr>
<th>UNIT 1: FOUNDATIONS</th>
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<tr>
<td><strong>Wk 1</strong></td>
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<tr>
<td>In-Class film: “Gender and Science”</td>
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<td>Discussion</td>
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| Wk 2 | **Mon Jan 12** | **Making Sex and Gender** |

| Wk 3 | **Mon Jan 19** | **MLK Day – No Class** |

| Wk 4 | **Mon Jan 26** | **Feminist perspectives** |

<p>| Wk 4 | <strong>Mon Jan 26</strong> | <strong>Gendered Technologies</strong> |</p>
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<thead>
<tr>
<th>Wk 5</th>
<th>Mon Feb 2</th>
<th>Wed Feb 4</th>
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<tr>
<td>In-Class Exam on Unit 1</td>
<td><strong>Gametes</strong></td>
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<tr>
<th>Wk 6</th>
<th>Mon Feb 9</th>
<th>Wed Feb 11</th>
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<tr>
<td><strong>Hearts</strong></td>
<td><strong>Professor away at a conference – no class or office hours</strong></td>
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<tr>
<th>Wk 7</th>
<th>Mon Feb 16</th>
<th>Wed Feb 18</th>
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<tr>
<td><strong>Brains</strong></td>
<td><strong>Breasts</strong></td>
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<tr>
<td>Wk 8</td>
<td>Mon Feb 23</td>
<td>Wk 9</td>
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<tr>
<td><strong>Bones</strong></td>
<td>Fausto-Stirling, Anne. “Bare Bones of Sex Part 1: Sex and Gender,” <em>Signs: Journal of Women in Culture and Society</em> 30.2(2005), 1491-1527.</td>
<td><strong>In-class exam on Unit 2</strong></td>
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<tr>
<td>Wk 10</td>
<td>Mon Mar 9</td>
<td>Wk 10</td>
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<tr>
<td><strong>Computers</strong></td>
<td>Light, Jennifer S. “When Computers were Women,” <em>Technology &amp; Culture</em>, 40.3(1999): 455-483.</td>
<td><strong>Video Games</strong></td>
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<tr>
<td>Wk 11</td>
<td>SPRING BREAK MARCH 16-20</td>
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<td>Wk 12</td>
<td>Mon Mar 23</td>
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<td>Web design workshop</td>
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<td><strong>Internet Cultures</strong></td>
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<td>Wk 13</td>
<td>Mon Mar 30</td>
<td>Wed Apr 1</td>
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<th>Wk 14</th>
<th>Mon Apr 6</th>
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<tr>
<th>Wk 15</th>
<th>Mon Apr 13</th>
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<tr>
<td>Present group projects</td>
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<tr>
<th>Wk 16</th>
<th>Mon Apr 20</th>
<th>Wed Apr 22</th>
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<tr>
<td>In-class polishing of group projects: bring laptops</td>
<td>LAST DAY OF CLASS</td>
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<td><strong>Final group project and individual reflection on group project due Tuesday April 21 at noon</strong></td>
<td>wrap up and course evaluation: bring laptops</td>
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