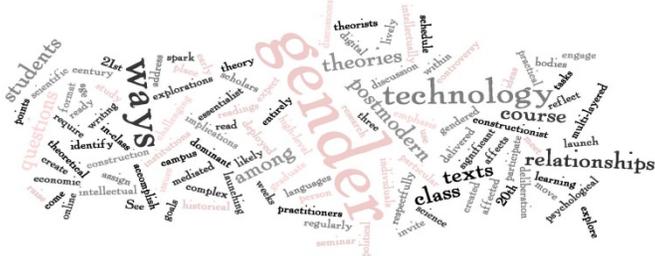


<p>Spring 2013 Gender, Texts, and Technology ENG 6814 January 7-April 22 Tuesdays 7:30 to 9 p.m. CL1 207</p>		<p>Professor: Melody Bowdon, Ph.D. mbowdon@ucf.edu 407-823-6234 Office: CL1-207 Office hours by appointment</p>
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Course Description

This graduate seminar will explore questions about relationships among texts, science, technology, and gender. Through research students will address questions about ways in which gendered bodies are created in and through scientific languages, ways in which gender affects and is affected by technology use among individuals and within institutions, ways in which dominant psychological and economic theories create and reflect gender, and ways in which 20th and early 21st century gender theorists have deployed essentialist, constructionist, and postmodern theories to accomplish their political and intellectual goals. We will place particular emphasis on gender construction in the digital age. Our explorations will move from three launching points: postmodern gender theory, historical relationships between technology and gender, and theoretical and practical implications of these ideas for T&T scholars and practitioners.

Our course readings are complex and multi-layered. I will regularly assign in-class writing tasks to launch discussion. The texts we read will require significant study and deliberation and they are likely to raise issues that will spark controversy. I expect all students to come to class ready to participate respectfully in intellectually challenging and lively discussions that invite high-level learning. Our class is delivered in an “M” or mediated format. See the course schedule to identify the weeks when we will meet in person on campus and those when we will engage entirely online.

Course Objectives

- Demonstrate an understanding of ways in which gender is constructed in and through texts and technologies through effective participation in face-to-face and virtual discussion and through writing assignments.
- Demonstrate comprehension and synthesis of weekly assigned readings through successful completion of weekly postings.
- Demonstrate the ability to productively support, challenge, inspire and learn from classmates through in-person and online weekly discussions.
- Develop a core understanding of feminist theory as it relates to texts and technology as an emerging field as demonstrated by successful completion of writing assignments and the final exam.
- Demonstrate the ability to create a range of types of “arguments”—linear, nonlinear, traditional, experimental, etc., through effective weekly discussion posts and the major paper.
- Demonstrate the ability to experiment with digital tools and to create a non-textual representation of understanding of selected course concepts through completion of the gendered technology artifact assignment.
- Demonstrate specialized expertise related to specific required and supplemental texts through successfully

leading a class discussion and making an in-class report.

- Demonstrate deep understanding of selected concepts from the course through creating the final project.
- Demonstrate synthesis of course concepts through successful performance on the final exam.
- Demonstrate professionalism through following assignments guidelines, including time limits for presentations, deadlines for posting, etc.

Course Materials

- Balsamo, Anne. *Technologies of the Gendered Body*.
- Des Jardin, Julie. *The Madame Curie Complex*.
- Harding, Sandra. *Feminist Standpoint Theory Reader*.
- Layne, Linda. *Feminist Technology*.
- Magnet, Shoshana. *When Biometrics Fail*.
- Schiebinger, Londa. *Nature's Body*.
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*.
- Turkle, Sherry. *Lives on the Screen*.

Additional readings will be provided in PDF form in Webcourses.

Course Participation Requirements

In order to effectively participate in this web-based course, each student must have the following:

- Consistent access to a reliable Internet connection
- Up-to-date virus protection on any computers to be used for the course
- A recent version of Microsoft Word
- Access to a digital media player (iTunes, QuickTime, Windows Media Player, etc.)

Course Policies

- I do not assign the grade Incomplete (I) except in cases of documented medical emergencies.
- I do not accept late papers except in cases of documented medical emergencies.
- I do not award any credit for discussion posts made more than one week after their due date. Posts made less than a week late **may** receive partial credit.
- I am always willing to meet with students to discuss course projects or questions. I am generally on campus during business hours because of my administrative position at the university, but please make an appointment if you'd like to see me during these hours.
- Please use WebCourses mail to reach me under ordinary circumstances. In case of an emergency/very time sensitive concern, email me at mbowdon@ucf.edu.
- Consistent participation is an absolute requirement for this class and accounts for 10 percent of your grade. Each week you'll share at least one substantive post with the class and respond (in at least 100 words) to at least two classmates' posts.
- I expect students to do their own work and I do not tolerate plagiarism. I will use university resources to research suspected instances of this practice and will enforce all university policies related to it. As graduate students, you should have a clear understanding of appropriate and ethical use of sources. If you have any questions on this topic, please let me know. Please see the UCF Golden Rule policies for more information.

- I expect students to refrain from making racist, ageist, sexist, classist, homophobic or other types of comments that show disrespect for humankind in class discussions or in course documents. In this course we will encounter complicated issues related to class, gender, age, ethnicity, and other differences among people. I expect all class members to deal maturely and respectfully with these potentially challenging issues.
- The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact me at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations.
- This syllabus may be amended or modified in any way upon notice; any changes would most likely affect the class schedule, so be sure to check the WebCourses calendar and announcements regularly.

Course Assignments and Grade Distributions

Assignment	Percentage of Grade	Due Date/s
Class Attendance and Participation in Discussion	10	Throughout the semester
Online Reading Responses	20	Weekly Throughout the Semester
Leading a Class Discussion	5	Varied
Class Presentation	10	Varied
Gendered Technology Artifact	15	April 16 or before
Major Paper or Project	25	Rough draft due April 2 Final draft due April 19
Final Exam	15	April 26

Grading Scale

A = 93-100; A- 90-92 B = 83-87; B- 80-82; B+ 87-89 C = 73-77; C- 70-72; C+ 77-79
 D = 60-70 F = 59 or below

Grading Standards

- An *A* text is exceptional. It presents sophisticated and significant critique and is guided by a meaningful argument. It contains the required elements of the assignment, is written in an engaging style, is arranged in a logical manner, is memorable, and is visually appealing. It is free of mechanical errors. (A=93-100; A-=90-92)
- A *B* text is strong. It contains all required elements of the assignment. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It is free of mechanical errors. (B+=87-89; B=83-86; B-=80-82)
- A *C* text is competent. It contains all required elements of the assignment. It is generally average in terms

of the major criteria listed above. It has few mechanical errors. (C+=77-79; C=73-76)

- Low C or D work is weak. It does not include the required elements of the assignment and it falls below average in terms of one or more of the major criteria. (C-=70-72 D=60-69)
- F work fails in terms of one or more of these criteria. (F=59 or below)

If you have questions about a grade you receive on a text in this class, please wait 24 hours after reviewing my comments and then send me a detailed inquiry via WebCourses email.

Assignment Descriptions

Online Reading Responses

During most weeks of the semester you will write a 250-300 word response in the appropriate WebCourses discussion area. Responses may include brief summaries, but should primarily focus on interpretation and application of ideas in the readings. Each post should contain a clear argument supported by textual evidence, but you can experiment with a wide range of approaches. You may decide to link these commentaries together using a theme or a mapping system of some kind. You may decide to address ideas from class discussions or other students' response papers in your texts. You may decide to enact a theory from one of the readings in your paper somehow. This is a good opportunity to explore writing style options that you may want to employ in your major project. Online participation represents 20 percent of your course grade. This will include these formal responses as well as your engagement with other students' discussion comments and response papers. Note: Some of your weekly assignments include articles by more than one author. In these situations you may write your response to the essays as a group or you may focus on one or more of the essays in detail. If you choose to look at only one essay or one section of a book, please situate it within its full context. Proofread before posting. Each student gets one free "pass" week.

Class Presentation

Each student in the course will be responsible for presenting a 20 minute report on a book not included in the required readings. This presentation should include a brief description of the book, including an overview of its critical arguments and other details such as the organization scheme and the disciplinary placement and context. Each report should include explanations of ways in which the book intersects with, contradicts, or augments our class readings and some ideas about how the book might be useful to students in the class as they work on their research projects. Reports should also include some explanation of the significance of the text, briefly highlighting critical reception and citation patterns when appropriate. It's smart to provide some kind of handout to supplement the oral portion of your presentation, and you're welcome to use PowerPoint and other tools if you choose to. Several books are suggested in the supplemental handout, but you may select others with my approval. You may opt to do an online version of your presentation. Talk with me about this option in advance.

Gendered Technology Artifact

Each student in the course will design, produce, create, modify, or otherwise bring into being an artifact that makes a point about relationships between gender and technology. This could be a video or audio presentation, a visual text, a story, a toy, a movie, a webpage, or something else. The object must make involve new media tools; connect in some way to class readings and discussions; demonstrate relationships

among gender, texts, and technology; and be thought-provoking. We'll share these artifacts as they are produced over the semester and/or during the final class session.

Major Paper or Project:

Each student will write one major essay over the course of the semester. The paper should be 4500-6000 words long and must make a significant argument that addresses a question arising from the materials discussed in the course. Other kinds of projects involving textual and technological innovations may be substituted for a traditional paper, but please discuss these alternatives with me far ahead of time to insure their viability in terms of research significance. Citations should be in MLA style and you must use a minimum of 15 sources in your paper or project.

Leading a Class Discussion:

Students will work in teams to take a leadership role in our face-to-face discussions for one book on the required texts list. Responsibilities will include developing questions in advance for the group's consideration and generally encouraging engagement in the discussion. Plan on also taking an especially active role in the online discussion about your selected text.

Class Schedule

Week	Theme/ Topic/Reports	Readings	Events/Deadlines
One: January 8 F2F	Course Introduction		<ul style="list-style-type: none"> • Post introduction • Sign up for reports and discussions in WebCourses
Two: January 15 Online	Crash Course: Gender, Technology, Reproduction, and Labor No reports	Leonard: <i>Women, Technology and the Myth of Progress</i> (excerpts—PDFs in WebCourses)	<ul style="list-style-type: none"> • Post online response to readings by Tuesday at midnight • Post responses to two classmates' posts by Sunday at midnight
Three: January 22 F2F	Gender in a Virtual World: Problems and Possibilities Reports:	Balsamo: <i>Technologies of the Gendered Body</i> Discussion Leaders:	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight

<p>Four: January 29 Online</p>	<p>Science and Feminism</p>	<p>Harding: <i>The Feminist Standpoint Theory Reader</i> Sections 1 and 2 Discussion Leaders:</p>	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight
<p>Five: February 5 F2F</p>	<p>Feminist Standpoints Reports:</p>	<p>Harding: <i>The Feminist Standpoint Theory Reader</i> Sections 3 and 4 Discussion Leaders:</p>	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight
<p>Six: February 12 F2F</p>	<p>Technology through a Gendered Lens Reports:</p>	<p>Layne, Vostral and Boyer: <i>Feminist Technology</i> Discussion Leaders:</p>	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight
<p>Seven: February 19 F2F</p>	<p>Textual/Technological Constructions of Gender in History Reports:</p>	<p>Schiebinger: <i>Nature's Body: Gender in the Making of Modern Science</i> Discussion Leaders:</p>	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight
<p>Eight: February 26 Online</p>	<p>Women, Technology, and Cyborgs Report:</p>	<p>Haraway: <i>The Cyborg Manifesto</i> (online) Discussion Leaders:</p>	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight

Nine: March 5	Spring Break—No Classes		
Ten: March 12 Online Withdrawal Deadline: March 11	Gender, Science, and History Reports:	Des Jardin: <i>The Madame Curie Complex</i> Discussion Leaders:	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight • Email paper topic to Dr. B by Friday, March 15
Eleven: March 19 F2F	Material Impacts of Gender Construction	Magnet: <i>When Biometrics Fail</i> Discussion Leaders:	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight
Twelve: March 26 F2F	Gender, Biology, and Genetic Traces Reports:	Skloot: <i>The Immortal Life of Henrietta Lacks</i> Discussion Leaders:	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight
Thirteen: April 2 F2F	Constructions of Gender in Texts and Technology Reports:	Lacquer and Butler: PDFs Discussion Leaders:	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight • Post draft of major paper in peer review discussion area
Fourteen : April 9 Online	Gender and the Machine Reports:	Turkle: <i>Life on the Screen</i> Discussion Leaders:	<ul style="list-style-type: none"> • Post online response to readings by class time on Tuesday • Post responses to two classmates' posts by Sunday at midnight

Fifteen: April 16 F2F	Final Reflections Gendered Artifact Presentations		<ul style="list-style-type: none">• Gendered artifact due on Tuesday April 16 if not already presented• Major paper due by Friday, April 19
Sixteen: April 23 (Final Exam Week)			<ul style="list-style-type: none">• Online final exam due at midnight on April 26