

WMS 148: Gender, Science, and Social Justice

SPRING 2015

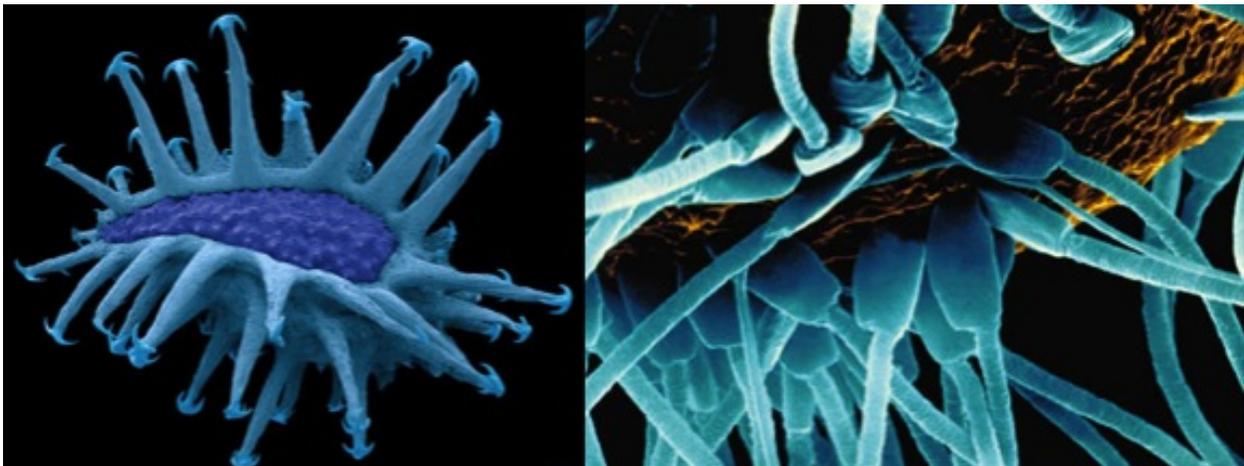
Instructor: Xan Chacko (xschacko@ucdavis.edu)

Course Day/Time: Tuesday & Thursday 12:10-2:00PM

Course Location: Wellman 233

Office Hours: Tuesday 2-4pm, Social Sciences & Humanities 1246

Welcome to Gender, Science and Social Justice! In this class we will study the co-construction of gender and science. By studying experimental science, engineering, consumer technologies, and biology, as well as feminist approaches to the discipline of science and technology studies, we will analyze how gender has been central to scientific endeavors. Designed to help you develop a set of analytical tools with which to interrogate the cultural history of gender and science, the class will examine how science has grown to be the center of our cultural visions and imaginations and what that means for our futures.



WMS 148 is a 4 unit lecture/discussion course that meets twice a week. GE credit: ArtHum, SociSci, Div or AH, DD, VL, WC, WE

Course Requirements

Attendance & Participation	20%
Leading Class discussion	10%
Reading Responses (4)	20%
Paper	20%
Final Project	30%
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Total	100%

100% = A+	87-89% = B+	77-79% = C+	67-69% = D+
94-99% = A	83-86% = B	73-76% = C	63-66% = D
90-93% = A-	80-82% = B-	70-72% = C-	60-62% = D-
			59% & below = F

Attendance and Participation 20%

Attendance is mandatory. If you are unable to attend class due to a valid reason, please let me know in advance. (You will need to provide some documentation for your reason to be counted as valid.) If you come in late for class, please check with me that I have taken your attendance. If you miss more than 2 classes, you will have a whole grade taken off your participation. Your class participation grade will be based on the *quality* of your personal engagement with the material of the course during class, which means coming prepared to class having read the assigned articles, posing and answering questions, and participating in discussions. It can also be based on visits or appointments you might have with me during my office hours.

Leading class discussion 10%

Starting from **Tuesday April 7**, each of you will be responsible for presenting a short (5 minutes max) review of **ONE** article assigned for reading. Articles will be selected on April 2. Please tell us a little about the author and talk about **ONE** idea or concept that you found most fascinating about the reading. You could draw connections to contemporary events. Be creative and have fun! (Let me know if you want me to print anything for the class or if you want to link a video to the class YouTube playlist.)

Include questions that you would like to pose to the class to provoke conversation and identify passages in the reading that you would like to talk about or clarify.

Reading Responses 20%

Each student will turn in five reading responses over the course of the quarter. This should be more than a summary and should indicate some thought and careful reasoning on the part of the student. The prompt for the response will be available on SmartSite under Reading Responses. The responses must be turned in before the class when the reading is assigned. (They are time-stamped.) You may use 5 opportunities to write responses but only your top 4 scores will count towards your grade, this includes any ones you may have not turned in on time. You may only attempt one reading response per week.

Paper 20%

The prompt for this paper will be handed out in class on April 2, 2015 and will be due via SmartSite on April 24, 2015 at 5pm.

Final Project 30%

The final project will be an open ended group effort in feminist science inquiry. The prompt for this project will be handed out in class on April 28, 2015 will be assessed in several parts including peer evaluation, in-class presentations in the final week, a project proposal, an annotated bibliography, and a blog posting.

Reading Schedule

There is no binder. All the readings are available electronically on SmartSite under Readings. In addition, there is a link to a YouTube playlist on SmartSite with course related videos. Students must have course readings available on a laptop/tablet or hardcopy during class. Readings are subject to change based on class and instructor interests.

1. introductions

Tuesday, March 31: Introduction: Gender, Science and Social Justice

Thursday, April 2:

Alice Dreger, "Sex Beyond the Karyotype"

Anne Fausto-Sterling, "The Five Sexes: Why Male and Female Are Not Enough"

2. genes / hormones / language

Tuesday, April 7:

Nelly Oudshoorn, "The Birth of Sex Hormones"

Sarah S. Richardson, "When Gender Criticism Becomes Standard Scientific Practice: The Case of Sex Determination Genetics"

Thursday, April 9:

Carol Cohn, "Stick 'ems, Glick 'ems, Chrstmas Trees, and Cookie Cutters: Nuclear Language and How We Learned to Pat the Bomb"

Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles"

3. no-class week

Tuesday, April 14: No class

At home screening: The Great Sperm Race

Thursday, April 16: No class

4. classification / race / nation

Tuesday, April 21:

Londa Schiebinger, “Why Mammals are Called Mammals: Gender Politics in Eighteenth-Century Natural History Author(s)”

Londa Schiebinger, “The Anatomy of Difference: Race and Sex in Eighteenth-Century Science”

Stephen Jay Gould, “American Polygeny and Craniometry before Darwin”

Thursday, April 23:

Anne Fausto-Sterling, “Gender, Race, and Nation: Comparative Anatomy of ‘Hottentot’ Women in Europe, 1815-1817”

Zine Magubane, “Simians, Savages, Skulls, and Sex: Science and Colonial Militarism in Nineteenth-Century South Africa”

5. epistemology / objectivity

Tuesday, April 28:

Helen Longino, “Values and Objectivity”

Sandra Harding, “Rethinking Standpoint Epistemology: What is ‘Strong Objectivity’?”

Thursday, April 30:

Lorraine Daston, and Peter Galison, “The Image of Objectivity”.

Donna Haraway, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspectives”

6. non-humans

Tuesday, May 5:

Joan Roughgarden, “Introduction,” “Sex and Diversity,” and “Sex within Bodies”

Londa Schiebinger, “The Private Life of Plants”

Thursday, May 7:

Noëlle Sturgeon, “Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice”

Angela Willey and Sara Giordano, “Why do Voles Fall in Love? Sexual Dimorphism in Monogamy Research”

7. identity / sexuality / behavior

Tuesday, May 12:

Michel Foucault, “We ‘Other Victorians’ ” and “Scientia Sexualis,” (If you have the time and the patience, also read “The Repressive Hypothesis,”)

Jennifer Terry, “Lesbians Under the Medical Gaze: Scientists Search for Remarkable Difference”

Thursday, May 14:

Anne Fausto-Sterling, “Hormonal Hurricanes: Menstruation, Menopause, and Female Behavior”

Sue Rankin and Genny Beemyn, “Beyond a Binary: The Lives of Gender-Nonconforming Youth”

8. cells / medicine

Tuesday, May 19:

Sarah Franklin, *Dolly Mixtures: the Remaking of Genealogy* selections

Hannah Landecker, “HeLa”

Rebecca Skloot, *The Immortal Life of Henrietta Lacks* selections

Thursday, May 21:

Margarete Sandelowski, “ ‘This Most Dangerous Instrument’: Propriety, Power, and the Vaginal Speculum”

9. cyborgs / technology

Tuesday, May 26:

Donna Haraway, “A Manifesto for Cyborgs”

Thomas Misa, “Gender Codes: Defining the Problem”

Sara Kiesler, Lee Sproull, and Jacquelynne S. Eccles, “Pool Halls, Chips, and War Games: Women in the Culture of Computing”

Thursday, May 28:

Amy Foster, “The Gendered Anniversary: The Story of America’s Women Astronauts”

10. presentation week

Tuesday, June 2: Final Presentations Part I

Thursday, June 4: Final Presentations Part II

Email/Office Hour Policy

For all email queries, please indicate 'WMS 148' in the subject and note that I will take 24 hours to reply, and will only reply on Monday if you have emailed me over Saturday or Sunday. Please drop by during office hours to talk to me if you have questions that require discussion or a long response on email. If you let me know that you are planning to come for office hours, I will advise you on the best time so that you won't have to wait while I work with one of your classmates. If you cannot make it during my office hours, email me and we can set up an individual appointment.

Class etiquette

We will all speak to each other in terms of careful respect. Differences of opinion are welcome as long as civility is maintained. Comments in class should be informed-if you haven't done the reading and considered it fully, a thought off the top of your head doesn't substitute. Informality is fine but keep things professional-you may refer to the instructor as Xan for example.

Getting Help

If you feel unsure of your writing skills or just need help with a particular assignment, please consider using the FREE services offered at the *Student Academic Success Center* (Second Floor, Dutton Hall). They offer consultation by appointment and by drop-in. To work with a professional instructor you must make an appointment by calling 530-752-2013. Their hours are Monday-Friday 9am-3pm.

Accommodations

I encourage students with disabilities, including "invisible" disabilities like chronic diseases, learning disabilities, and psychiatric disabilities to discuss with me after class or during office hours appropriate accommodations that might be helpful to them. In addition, please contact the *Student Disability Center* as soon as possible (160 South Silo: 530-752-3184).

Plagiarism

YOU SHOULD NEVER CHEAT OR PLAGIARIZE. Plagiarism includes representing another student's work as your own and/or taking words/ideas from a publication or from the Internet without providing proper citation. *Plagiarized material will receive a failing grade.* Please refer to the *UC Davis Student Judicial Affairs* website for examples and advice on how to avoid plagiarism: <http://sja.ucdavis.edu/files/plagiarism.pdf>