**GSWS 0400**

**Gender and Science**

**Fall 2020**

**Dr. Bridget Keown**

**Meeting Time and Place:**

Monday and Wednesday, 9:25am – 10:40am

205 Lawrence Hall

**Contact Information:**

Online Office Hours:

**Monday: 11:30am – 1:30pm**

**Tuesday/Thursday: 3:00pm – 4:00pm**

Email: keown.b@pitt.edu

Phone:

**A note before we get started:**

We are meeting in a period of syndemic, where the threat of viral infection is compounding a period of economic and structural uncertainty, and widespread injustice, violence and racism. Also, it’s an election year. Each of us are coping with fear and uncertainty in our own lives, within our biological and chosen families, and communities. I want to state up front that I recognize and share those feelings. I also understand that your focus, priorities, and even your physical location might change over the course of the semester. At the same time, we are going to be adjusting to new habits, new technologies, and new classroom procedures. The only thing we can do is maintain communication, listen to each other, and try our best to care for ourselves and each other.

As we begin learning together, I want to acknowledge that this semester is not going to be perfect (this is a gross understatement). I want to apologize in advance, and to let you know that I sincerely appreciate your patience and good grace as we find our way through this semester. This might mean that our schedule, our readings, and our class format may change. I will do my very best to keep in touch with you and provide the resources and assistance that you need to feel comfortable and productive in this class to whatever extent that is possible.

Please know that my primary concern is for our collective and individual mental and physical well-being, and our safety. I am committed to listening to your needs and working with you to make this a class where you can learn, and manage the world outside the classroom, as well. If that means changing/condensing readings or assignments, or coming up with work-arounds to our plans, that’s fine. I’m also open to organizing some time outside of class for some de-stressing events (online movie-watching, game nights, etc.), if there is interest. If it will make this semester better, then I’m happy to try my best to make it happen. So, let’s keep talking and listening together, washing our hands, and wearing our masks, and we’ll get through this together.

**Course Format:**

Classes for the Fall 2020 semester will be starting (and continuing?) online until the Pittsburgh Campus transitions from “Elevated Risk” to “Guarded Risk”. The following is an outline for how classes will operate under both circumstances. I am happy to discuss this format with you at any time. Changes to the way classes run can be made after a class discussion and vote.

**“Elevated Risk”: Classes are held online via Zoom**

* **Mondays**: Bridget will give a presentation during class time (9:25am – 10:40am). This presentation will be recorded for students who need to access the presentation remotely. Students will have the option to use the chat feature to ask questions/provide commentary, or to “raise their hand” to ask a question during this period.
* **Wednesday:** We will meet during class time (9:25am – 10:40am) for class presentation/group discussions/presentations. Because the format of our class will change, depending on the topic, our practice for this class will change, too. On the days that we have discussion and group work, to provide a safe and open space for students to share their experiences and thoughts, **this discussion will not be recorded.**
* For those students who are unable to log in for class time, Bridget will record a video that provides a summary of the discussion in as much detail as possible without compromising student confidentiality. These videos will be posted by Wednesday afternoon.

**“Guarded Risk”: Classes can be held in classrooms. The class will be divided into 2 groups**

* **Monday:** Group A will meet for Bridget’s presentation during class time (9:25am – 10:40am) in CL 402
* **Wednesday:** Group B will meet for Bridget’s presentation during class time (9:25am – 10:40am) in CL 402
* Student-led discussions will take place on the Canvas website, either in the discussion boards, or in a separate Zoom meeting (to be discussed when we know when/if classes can be held in person).
* Bridget will record a separate presentation for those who are unable to join us in person and post it to the class website. This presentation will incorporate any questions or comments that came up in class, so that students can benefit from the information shared in the classroom, while still protecting students’ confidentiality. This lecture will be posted on Wednesday afternoon.
* Please note: You must be wearing a face mask to enter the classroom, and you must keep your face mask on throughout the class. Please leave the room and move at least 6 feet from the doorway if you need to remove your face mask for any reason. If you come to class without a face mask, Bridget will ask you to watch the recorded lecture online, out of concern for the well-being of your classmates.

In both formats of this class, you will be asked to participate in a note-taking experiment; we will be using a communal Google Doc to take notes in class. This does not mean you cannot make notes for yourself. However, in an effort to make this class as collaborative as possible, I would like us to try and keep a document together so we communicate about the material in the presentations, see what you think is important, and keep up an informal discourse/discussion even if we can’t talk face-to-face.

**Course Description**

This course focuses on the interaction and influence of gender and sexuality with science and technology. The goal of this course is to assist students in developing an understanding of the ways in which science has constructed social understanding gender and sexuality, how feminists and activists have spoken and reframed these constructions, and the lived experiences of people within the scientific community. To accomplish this goal, we will apply feminist theory, including feminist critiques of medicine, technology, and teaching to a study of scientific theories and concepts of progress. We will also investigate the evolution of scientific knowledge regarding identity, including gender, sexuality, race, and disability. This course will focus on a broad range of scientific fields, discourses, and narrative, but students are always encouraged to investigate topics that interest them further through class assignments. While the readings focus largely on American and Western examples and experiences, class discussions and presentations will expand the scope of this class considerably, allowing students to understand the global relationship of gender and science.

**Additional Addition for Fall 2020:** We are fortunate enough to be working informally with Professor Jeff Aziz (Literature and Science) and Professor Uma Satyavolu (Literature and Medicine) and their students in a kind of COVID-Inspired collaboration. As such, there are several events build into this class that are intended to bring these three classes together in a virtual to discuss issues relevant to all classes, to share ideas, and provide the opportunity for collaboration and conversation. These events are noted in the syllabus, and more details will be provided as plans are finalized.

**Learning Objectives**

By the end of the semester, students in this class will be able to:

1. Identify how various scientific fields have constructed  gender, sexuality, and race through discourse and practice, and how individuals experience gendered scientific fields
2. Perform research using digital and print sources based on issues raised in class as well as student's individual interests
3. Develop familiarity with feminist theory as well as scientific practices and ethics
4. Deconstruct contemporary debates regarding science, gender and sexuality
5. Analyze scientific studies in order to better understand the gendered implications of their findings
6. Present and defend original research that demonstrates a coherent understanding of course topics.

**Required Texts:**

* Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code*
* Ed. Muriel Lederman & Ingrid Bartsch, *Gender and Science Reader* (Routledge, 2000)

These texts will all be available on the Canvas course website. If you wish to get copies for yourself, you are welcome to do so, but it is not necessary.

**Teaching Philosophy:**

I believe that learning is both a collaborative process and liberating experience, to which every individual brings something unique and important. I am also a storyteller, and as such, I believe that everyone is made of stories—these stories have different narrative styles, different frameworks, different meanings and methods, but each and every single one of them matters. Practically speaking, this means that I do my best to create a classroom experience that helps students to learn in a number of ways, including listening, talking, reading, writing, working creatively, and learning through doing. I ask that all of us bring our unique insights and prior knowledge and work together to ensure that everyone in the class has a meaningful experience. This means that everyone is met with honesty, respect, and a mind that is open to the stories and experiences of others.

In general, I am always available to discuss problems you are having with assignments, due

dates, class attendance, etc. However, unless I know there is a problem, I cannot help, so I ask

that you bring any issues you are having to my attention as soon as possible so that we can work

together to make this class enjoyable and beneficial for everyone. Your progress, as a student

and as a person, is very important to me, so if you do come to speak with me, I promise to listen respectfully. I cannot offer you tea or coffee this semester, because of prevailing circumstances, but you are welcome to bring your own snacks/beverages to our online meetings.

Additionally, I am reliably available by email between 9am and 6pm on weekdays. I will do my very best to respond to any email you send within 24 hours. Though I do check my email over the weekend, I cannot guarantee as quick a response, so if it is an urgent matter, please flag your email as such.

**In-Class Policies:**

*Participation*: This is a course that requires both preparation and participation, especially because our online format presents some unique challenges to collaboration and discussion. Thus, if you are having internet or connectivity issues, please let me know as soon as possible. That way, we can develop a work-around as quickly as possible so you can participate fully in the class. Written work, both inside and outside class will help us all engage with the reading and issues under discussion, and will also help me to understand which topics interest you, and how best to allocate class time. While I hope this course will be individually enriching, learning is also a group effort, so I encourage you to help your classmates learn by attending class prepared and ready to engage with the material and with your classmates.

*Attendance*: Attendance is your choice, but be aware that frequent absences affect your ability to participate in class, and thus will have an effect on your class participation grade. If you know you will not be able to attend class, please email me before class. I don’t need any details, but I would like to know that I don’t have to worry. If something comes up and you think you are going to be away for more than one class in a row, please let me know so that we can try and work out a way for you to keep up with the class.

*Zoom Best-Practices:* Zoom emerged as a vital means of communication during the early days of the COVID-19 pandemic, but we also learned that it has a number of drawbacks. We will go over how to use Zoom effectively for class during our first meeting, but here are a few points to bear in mind:

* Please keep your microphone muted during discussions until you are ready or asked to talk. Zoom responds to sound, and will often change the screen view to focus on the source of sound. This can prove distracting both visually and auditorily.
* On the flip side, try not to forget to “unmute” yourself when it’s time to talk.
* All in all, please be prepared for awkward moments—we’re going to talk over each other, there will be moments when we can’t hear each other, when there are long silences…I don’t think we have to get used to these things, but we can at least be prepared for them.
* Please use the “Raise Hand” feature if you wish to be recognized during discussions. This can be accessed by clicking on the “Participants” option at the bottom of your screen, and clicking “Raise Hand.” Bridget and your fellow students will do their very best to call on people in the order in which they “Raised Hand”. When you are finished speaking, try to remember to “Lower Hand,” so we don’t call on you again.
* Please use the “Chat” function on Zoom during meetings. Class Google Docs, as well as other important materials, will be placed in the chat at the beginning of class, so it is critical that you are able to access this in order to fully participate in that meeting. Additionally, the chat feature is a great way to communicate informally with your fellow students.
* I know that Zoom has a mobile app, but please be sure to find a comfortable spot and remain there throughout the duration of the meeting unless strictly necessary. Driving, biking, or walking while Zooming can be dangerous, as well as distracting (take it from someone who knows from experience!)
* Please don’t worry about unanticipated interruptions or additions to our class. We all understand that we are meeting during some pretty unconventional times. Pets are going to make appearances, doorbells and phones will ring, construction will be going on around us. We’ll work with or around such things as necessary.
* If you are in a space where it is unsafe to use Zoom, or your environment is absolutely not conducive to Zooming, please be in touch with Bridget as soon as possible so that we can make alternate arrangements or seek the appropriate assistance.

*Food in Class:* Typically, I state that eating or drinking in class is fine, so long as your choice of food will not endanger the health of anyone else in the room, or will not cause too much distraction (super-crinkly wrappers, or raw-onion sandwiches, for example). This year, for a number of reasons, this announcement is unnecessary. However, while we are meeting online, if you want/need to eat or drink, please feel free to do so. I just ask that you keep your microphone muted while you eat, because the sounds can be distracting over Zoom. When/if we are able to meet in person, mandatory face-coverings will prevent food or drink being consumed in class. If it is necessary for you to eat or drink during class time, please exit the classroom and move at last six feet from the classroom door in order to do so. You don’t need to ask my permission for this at all. I would much rather have you briefly step out of class than be uncomfortable/unwell.

*Questions about grades*: I am happy to review assignments and grades with you in person. I ask that you wait until 1 day after the assignment has been handed back to come and speak with me.

*Sustainable Classroom Efforts:* I guess one of the few nice things about the Present Moment is that we won’t need to use any paper…All readings will be posted on Canvas, and all assignments will be handed in to me via Canvas (or email, if an extension is required).

**Disability Resources and Services:**

**The official statement:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.studentaffairs.pitt.edu/drs/> .

**My statement for this class:**

Please make requests for accommodations as often as necessary, and as early as possible. It is never too late to request accommodations – our bodies and circumstances are continuously changing, and I am committed to making this class one that is accessible and engaging for everyone. You will be asked to make use of formal accessibility services on campus; however, you will not be asked to disclose personal medical information. If there are ways in which the overall structure of the course and general classroom interactions can be adapted to facilitate full participation, please do not hesitate to raise your ideas, either in class, during office hours, or in writing. Your comments, insights, and suggestions about the format of readings, lectures, and class discussions are welcome.

**Academic Integrity and Plagiarism Statement:**

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to: <http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>

Violation of the Academic Integrity Code requires the instructor to submit an Academic Integrity Violation Report to the Dean’s Office.

**“Turnitin”**

Students agree that by taking this course all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.

**Classroom Recording Policy:**

**The official statement:**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**My statement for this class:**

Please see the “Class Format” section for information on how recordings of this class will be made and used. In order to protect class confidentiality and promote a safe learning environment for everyone in class, please do not make any recording without my written permission. If you have any issues accessing or using the recordings posted on Canvas, please let me know and we can find a method that works for you. After you have read this, please email Bridget a picture of a whale. I love whales.

**E-Mail Policy:**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

**Non-Discrimination Policy:**

As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>

**Gender-Inclusive Language Guidelines:**

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women’s Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language (gsws.pitt.edu/node/1432). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

These guidelines fulfill the best intentions of the University of Pittsburgh’s Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>.

**Content Warning and Class Climate:**

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women’s Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you’d like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

**Sexual Misconduct, Required Reporting, and Title IX:**

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

* A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>
* Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

\* Title IX Office: 412-648-7860

\* SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

**Assignments and Grading**

Final Grades will be calculated as follows:

**Class Participation (including in-class and online) 20 points**

**Weekly Reflections / Surveys 20 points (2 points for each)**

**News Story Assignment 15 points**

**Science Fiction/Future Essay 10 points**

**Group Work (Individual and Group) 15 points: 10 (individual)/5 (group)**

**Final Symposium Contribution 20 points**

**Assignments:**

**Class Participation:** To me, class participation means a lot more than just “talking in class.” It is about demonstrating engagement. This happens when you show up to class regularly, when you ask questions, either in class, via email, or on the class discussion boards. It happens when you show good collegiality in your group work. It happens when you email me to let me know you won’t be able to make it to class, or that you need an extension, or that you don’t understand something that was brought up in class or in the reading. So, if you are not comfortable speaking in public, please don’t worry. I wholly understand how you feel.

**Weekly Reflections:** These are brief (2-3 paragraphs) responses to that week’s reading and discussions that will be sent directly to Bridget via Canvas. In your response, you should summarize the main discussion points in the week, what you learned, and remaining questions that you have regarding the material, or what subjects/events/issues you would like to learn about in more detail. You can also include things that you have learned via other classes/events/sources that you think would be beneficial to the class. These reflections serve as a way for me to keep track of your engagement with the class and ensure that I am meeting everyone’s learning goals and needs to the best of my ability and our allotted time together. As you will note, there are 10 reflections required, and 14 weeks in the semester. This means you have a few weeks off of your choosing.

**News Story Assignments:** This assignment provides you the opportunity to engage with discussions about gender and science going on outside our classroom. You will be responsible for finding a news story that is current to two months before our class began (so anything from June 2020 onwards) that deals with issues relevant to this class (you can be fairly broad in your interpretation of the topics). You will be responsible for writing a 3-4-page essay (900 – 1,200 words) that outlines the premise of the story (what it is about, the issues it discusses, etc.), how it relates to the topics in this class, and how it might be used to further our understanding of gender and science. Conversely, you are also welcome to discuss how the article can be disproved or critiqued as a result of what you have learned in this class. You are welcome to discuss your choice of article, or the framing of your argument with Bridget before the piece is due.

**Science Fiction/Future Essay:** This assignment provides you the opportunity to analyze a short work of science fiction, or to use your own prior knowledge to imagine a future study/invention inspired by a work of science fiction. A database of short stories/essays will be provided on Canvas; you will select one of these stories and provide a summary of the plot, an analysis of the use of gender and science in the plot (Are their aliens? Or a foreign planet? How are they described? What about the humans?). You will then consider how the use of this story, and science fiction in general, can help us advance our thinking about gender, science, and future (positively or negatively). This essay should be approximately 4-5-pages (1,100 – 1,500 words). You are welcome to discuss your choice of story, or the framing of your argument with Bridget before the piece is due. If you wish to construct a more science-based piece, such as a proposal for a study or an invention, talk with Bridget to make it happen.

**Final Essay:**In conjunction with Professor Aziz’s and Professor Satyavolu’s classes, we are organizing an end-of-semester symposium where class members can show off and discuss their work. What you choose to present in this symposium will be your choice—you can either write a short conference paper of 6-8 pages (1,800 – 2,400 words), or an infographic with a short explanatory essay (there will be a class period devoted to how to create infographics with Professor Aziz). It is your choice whether to present your work as part of the symposium, but everyone is expected to prepare for it. We will be discussing this assignment and the event at length in class, as we get more details on what this symposium will like. You are welcome to turn in a draft of this essay early for commentary and critique.

**Extra Credit Opportunities:** Over the course of the semester, I will be announcing various events such as presentations, panel discussions, film screenings, taking place on-campus (and occasionally in the Boston area). Students who attend these events are welcome to write a one-page review of the event, and the materials and issues discussed for extra credit. These papers are due to Bridget via emailby **November 20**.

**Calendar:**

*Note: Themes for the day are a very general idea, with room built in for discussion and questions*

*Feel free to check off the readings as you complete them!*

**Week 1: Hello!**

**August 19:**

**Introductions, Vocabulary, Theory**

*Readings:*

 Cordelia Fine, “Feminist Science: Who Needs It?” *The Lancet,* October 2018

 National Academy of Sciences, “Methods and Values”

*To Do After Class:*

 Join the discussion board, tell us a little bit about yourself, and get to know your classmates

 Familiarize yourself with the Canvas course site and the class Google Doc, and email Bridget with any questions

**Week 2: What We Mean When We Talk About Science**

**August 24**

**Scientific Myths About Gender**

*Readings:*

 soma navidson, “Unlearning: Improving Trans Care by Reorienting Medical and Nursing Discourse”

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

*To Do After Class:*

 Watch the ITV “Great Sperm Race” (2009) and take the survey on Canvas

 Complete weekly response on Canvas

**August 26**

**Feminist Science & Feminist Science Fiction**

*Readings:*

 Banu Subramaniam, “Singing the Morning Glory Blues,” from *Ghost Stories for Darwin*

 Kameron Hurley, “Welcome to the Revolution,” from *Geek Feminist Revolution*

*To Do After Class:*

 Introduce yourself to your study group; sign up for a group presentation option

 Complete weekly response on Canvas

**Week 3: Evolution and Gender**

**August 31:**

**Darwin, Wallace, and Gender**

*Readings:*

 Cynthia Eagle Russett, “Introduction,” from *Sexual Science: the Victorian Construction of Womanhood*

 Angela Saini, “Women’s Inferiority to Men”

\_\_\_\_\_\_ Sandra Harding, “Feminist Standpoint Epistemology”

**September 2:**

**Sexology and the Science of Sex**

*Readings:*

Selections from Havelock Ellis & John Addington Symonds, *Sexual Inversion* (1897)

Amy Koerber, “From Hysteria to Hormones and Back Again: Centuries of Outrageous Remarks About Female Biology”

*To Do After Class*

 Complete weekly response on Canvas

**Week 4: Gender in the Brain**

**September 7:**

**The History of the Lady Brains** (Please note the sarcasm in this title)

*Readings:*

Stephanie A. Shields, “Functionalism, Darwinism, and the Psychology of Women: A Study in Social Myth,” *American Psychologist* 30:7 (175), 739-754

Asti Hustvedt, “Blanche” from *Medical Muses: Hysteria in Nineteenth Century Paris*

**September 9:**

**Lady Brains in the 21st Century** (Please note the sarcasm in this title)

*Readings:*

Gina Rippon, “Do Women and men have different brains?” *New Scientist* 241(3219), March 2019

Isabelle Dussauge, “Brains, Sex, and Queers 2090”

 Lynda Birke, “In Pursuit of Difference: Scientific Studies of Women and Men”

*To Do After Class*

 Choose your science fiction short story, or talk to Bridget about an alternative plan

 Complete weekly response on Canvas

**Week 5: Fun With Hormones**

**September 14:**

**From Hysteria to Hormones**

*Readings:*

Nelly Oudshoorn, “The birth of sex hormones [Excerpt],” from *Beyond the Natural Body: An archeology of sex hormones*

*\_\_\_\_\_\_*Bonnie Spanier, “From Molecules to Brains, Normal Science Supports Sexist Beliefs About Differences”

Katrina Karkazis, “The misuses of ‘biological sex’”

**September 16:**

**Something a little different**

*Readings:*

*Decameron* Group Discussion!

This will prepare the groundwork for our multi-class discussion of *The Decameron next week*

For this class, everyone will read the Author's Foreword, and the Introduction.

Each Group will choose one of the following stories to read, present to the class, and discuss:

1.4 “A Monk Sins”

1.5 “The Marchioness of Monferrato”

3.10 “Young Alibek Joins a Desert Hermit in the Service of the Lord”

4.7 “Teodoro, a freed slave”

*To Do After Class*

 Come to Bridget’s Humanities Center talk on September 17 (or watch the recording)

 Complete weekly response on Canvas

**Week 6: Gender, Epidemics, and Immunity**

**September 21:**

**Gender, Health, and Pandemics**

*Readings:*

\_\_\_\_\_\_ Sue Tolleson-Rinehart, “‘Women Get Sicker; Men Die Quicker,’ Gender, Health Politics, and Health Policy”

\_\_\_\_\_\_ Katie Pearce, “Why COVID-19 Poses Greater Risks for Men Than Women,” The Hub

\_\_\_\_\_\_ Heather Shattuck-Heidorn, Meredith W. Reiches, and Sarah S. Richardson, “What’s Really Behind the Gender Gap in COVID-19 Deaths?”, *The New York Times*

**September 23: NO CLASS MEETING**

🡪 Instead, please attend our Decameron Discussion with Literature & Medicine and Literature & Science Classes, held online, time TBA

*To Do After Class*

 Swab test activity. Details to follow.

 Complete weekly response on Canvas

**Week 7: Genetics, Post-Genetics, and Race**

**\*\*\*News Assignment Due October 2\*\*\***

**September 28:**

**The ‘Postgenomic Age’**

*Readings:*

\_\_\_\_\_\_ Jenny Reardon, “An Introduction” & “Inclusion: Can Genomics Be Antiracist?”, from *The Postgenomic Condition: Ethics, Justice, and Knowledge after the Genome*

**September 30:**

**Crime Fighting and DNA**

*Readings:*

\_\_\_\_\_\_ Dorothy Roberts, “The New Biopolitics of Race,” in *Fatal Invention: How Science, Politics, and Big Business Recreate Race in the Twentieth Century*

\_\_\_\_\_\_ Jay Stanley, “Forensic DNA Phenotyping”

*To Do After Class*

 **\*\*\*News Assignment Due October 2\*\*\***

 Complete weekly response on Canvas

**Week 8: Gendered Data**

**October 5:**

**Beliefs in Binaries**

*Readings:*

\_\_\_\_\_\_ E. Lang, “Binary Gender Organizing Principles and Its Effects of the Transgender and Non-Binary Community”

 Rosaleen Love, “The onion skin theory of identity, the paint pot theory of gender, and the Blu-tack theory of position”

**October 7:**

**Overcoming Binaries: Science Fiction Group Chat (!)**

*Readings:*

Details to follow

*To Do After Class*

 Watch *The Secret of Photo 51* and take Canvas survey

 Complete weekly response on Canvas

**Week 9: Race, Science, and Racial Science**

\*\***\*Science Fiction Essay Due October 16\*\*\***

**October 12:**

**The History and Future of Racial Science**

*Readings:*

\_\_\_\_\_\_ Dorothy Roberts, “The Invention of Race” and “Separating Racial Science from Racism,”

\_\_\_\_\_\_ Joy Buolamwini, “The Hidden Dangers Of Facial Analysis”

**October 14: NO CLASS**

*To Do After Class*

 \*\***\*Science Fiction Essay Due October 16\*\*\***

 Take part in Lo Reese’s talk (Tentatively schedule on October 13, details TBA)

 Complete weekly response on Canvas

**Week 10: Science and Inequality**

**October 19 & 21: Race After Technology**

*Readings:*

 Ruha Benjamin, *Race After Technology,* “Coded Exposure” & Technological Benevolence”

*To Do After Class*

 Digital technology mapping activity (details to follow)

 Complete weekly response on Canvas

**Week 11: Foreign Bodies and Inequality**

**October 26:**

**Engineering Inequality**

*Readings:*

 Ruha Benjamin, *Race After Technology,* “Engineering Inequality and “Default Discrimination”

**October 28:**

**Pain and Othering**

*Readings:*

 Hoffman, et al, Racial Bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites,” *PNAS* 2016

 Jeffrey S. Mogil, “Equality Need Not Be Painful”

*To Do After Class*

 Sign up for Symposium Workshop Meeting Time (meetings will be virtual)

 Complete weekly response on Canvas

**Week 12: Symposium Workshop**

**Details to Follow**

*To Do After Class*

 We’re all going to be taking care of ourselves and each other this week. Meetings will be held individually so that you can discuss your final project with Bridget.

 Complete weekly response on Canvas

**Week 13: Imagining and Building a Better Future**

**November 9:**

**Queering Engineering**

*Readings:*

 Monika Myers and Jason Crockett, “Manifesto for Queer Universal Design”

 Cara Tannenbaum, et al, “Sex and gender analysis improves science and engineering” *Nature,* November 2019

 Suzanne G. Brainard and Linda Carlin“A Six-Year Longitudinal Study of Undergraduate Women in Engineering and Science”

**November 11:**

**Gender, Science, and the Future**

*Readings:*

 Ruha Benjamin, *Race After Technology,* “Retooling Solidarity, Reimaging Justice”

 Grace Gipson, “Disability, Race, and Gender in Speculative Fiction”

*Note: Please feel free to investigate the many links in this article, as they provide terrific fodder for discussions!*

*To Do After Class*

 Complete weekly response on Canvas

**Week 14: November 16 & 18**

**This week kept open for wiggle room and symposium matters**

**Please Note**: All classwork must be handed in by **November 20**  in order to count towards the final class grade, unless previous arrangements have been made.