

Department: WS

Course number: 2105/W

Title: Gender and Science

Credits: 3

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Content Area: CA 4 Intl

WQ: W

Catalog Copy:

WS 2105. Gender and Science

Either semester. Three credits.

Open to sophomores.

The historical, sociological, economic, and political processes that shape the ways that gender, race, class, sexuality and nation intersect with science, medicine and technology.

WS 2105W. Gender and Science.

Either semester. Three credits. Prerequisites: English 1010, 1011, and 3880. Open to sophomores.

Historical, sociological, economic, and political processes that shape the ways that gender, race, class, sexuality and nation intersect with science, medicine and technology.

Course Information:

RATIONALE FOR ACTION REQUESTED

- a) This course will elaborate an area of knowledge and scholarship not specifically covered in other classes in the major or college. This course contributes to current course offerings in a significant way by offering an interdisciplinary approach to the intersection of gender and science. This new general education will be the first course specifically designed to respond to the new emphasis on science and technology in the Women's Studies Program. In the modern world, science and technology are sources of power. In contemporary culture claims validated by science have a status above all other claims, including scientifically validated claims about the basis of gender, sexuality and the impacts of biotechnology. Thus it is important to apply the theories and methods of feminist scholarship to the areas of science and its biomedical applications. The W version of the course will increase the W options for WS majors and minors.
- b) No prerequisites required except for the W version. Key terms and themes will be presented to serve as a foundation for the course.
- c) Restrictions for frosh due to requirements for W version and introduction to WS is recommended.

d) There will be no effect on other departments.

e) There is no significant overlap with existing courses.

f) There are no courses on the books in any department that address the theme of Gender & Science as comprehensively as this course. The following departments were contacted and confirmed that there was no significant overlap with courses offered: Anthropology, HDFS, Sociology, Psychology, History and Philosophy.

g) No effects on regional campuses.

h) No specific costs associated with this course.

i) This course will not be cross-listed.

j) The course is not being offered as an experimental course.

FOR ALL GENERAL EDUCATION COURSES

a. The goal in this interdisciplinary course is to examine the historical, sociological, economic, and political processes that shape the ways that gender, race, class, sexuality and nation intersect with science, medicine and technology. The course will consider the complex relationships between constructions of nature, language, race, and the body to highlight how culture, politics, and economics influences the theory and practice of science, medicine and technology.

b. Grading (for W version of the course):* Grading is based on the following distribution: 2 quizzes (20% of grade); 2 course projects (20% of grade); participation, including 3 reaction papers (20% of grade); paper (40% of grade).

Participation (20% of grade): You are expected to read the assignments before the scheduled class lecture. You are responsible for knowing what happened in class even in your absence. Obtain contact information for a few classmates to get notes, find out if I've changed assignments and so on. Of course, if you need help, contact me by phone or e-mail. No beeping or ringing in class, please.

Reaction Papers: Four response papers [850-1000 words] are due via email [as attachments, please] by 4PM the day before the class in which the readings will be discussed. For three of the four response papers, you can choose any week's readings except for the week when we are reading *Sexing the Body* [an assignment related to this book is discussed below.]

Please type all papers: double spaced with one-inch margins. All papers require titles. You may rewrite any paper once. Make sure you have access to a good dictionary. Use it. Grammar, spelling, punctuation and organization do count. You want to make yourself understood.

Course Projects (20% of grade): Teams of two class members will be established to complete each project.

I. Teams will identify a woman scientist or engineer and contact her to ask if she would be willing to be

interviewed about her experiences. [See last page of course outline for participating researchers.] The class will develop a general interview schedule which each team will adapt for their use. The results of the interview will be summarized independently by each member of the group. In other words, each student will write and submit their own report. (10% of grade)

II. Teams will choose one observational site: a laboratory, hospital setting, or technology group to observe the production of work in that setting. Field notes will be taken during the observations and typed up to share with the class. Interviews with participants in these settings will also be conducted. Observational strategies, note-taking, and interview schedules will be discussed in class in advance of the observation. The results of the observations will be summarized independently by each member of the group. In other words, each student will write and submit their own report. (10% of grade)

Paper Assignment (40% of grade) This is a writing course. In addition to the required readings, assignments, and quizzes, you must complete a term paper of at least 15 double spaced pages (excluding footnotes, bibliography, diagrams, etc.). You will be able to choose a topic within the broad-based area of the gender, science and technology that is of particular interest to you. This will enable you to explore a topic that we will not have an extended opportunity to examine in the course. Once you identify a topic for your paper, please submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path. You are expected to submit drafts of the paper at least three times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts.

DATES TO REMEMBER: *

Paper proposal: September 21

1st draft: October 12

2nd draft: November 9

3rd draft: November 30

Final paper: December 1

*NOTE: This is based on the Fall 2009 schedule. It will be revised to reflect the dates in the relevant semester taught.

c. Specific topics include: historical and contemporary constructions of differences (especially race, sex/gender, sexual preferences) through scientific, biomedical, and technological practices; bodily constructions in science, medicine, and technology; intersections of people of color, women and genetics; reproductive technologies; women and people of color in science; the reevaluation of indigenous knowledges and possibilities for feminist and non-racist knowledge production

Meets Goals of Gen Ed.:

This course contributes to the broad goals of general education by expanding students' "intellectual breadth and versatility, critical judgment" and "moral sensitivity," and developing skills for lifelong learning (GEOC Guidelines, pg 1).

CA4 Criteria:

This course fulfills the Diversity and Multiculturalism (Group Four) competency area through its focus on historical variations in construction of knowledge in different cultures; attention to the role of colonialism and imperialism in scientific practices; and “awareness of the dynamics of social, political, and economic power” in the fields of science, medicine, and technology; (GEOC Guidelines, pg 12). The class will work to help students situate themselves as citizens who are “aware of their era and society” and “conscious of the diversity of human culture and experience” as it relates to science, medicine, and technology (GEOC Guidelines, pg 1) by reading, writing, and conducting research about gender and science. They will be evaluated through in-class discussion and course activities and papers. Course activities include experiential learning through interviews with women scientists and observations conducted in laboratories and research field sites.

International:

The course includes discussions of Greek, European, and non-US indigenous scientific knowledges.

W Criteria:

The W version of the course meets Writing Competency (W course) criteria with its focus on writing skill development and revision processes, collaboration with the Writing Center, and integration of knowledge creation, writing, and learning through collaborative projects and student-directed case study development.

1. By the end of the course students in the W version of the course will write a 15-page paper that engages with course material at a higher skill level than when they entered. Writing assignments will account for at least fifty per cent of the course grade.
2. Students will spend the semester working on a term paper that will go through several developmental and revision stages. Paper stages will be reviewed and revised repeatedly with feedback from both peers in the classroom and the professor.
3. Students will receive formal guidance from the instructor and will be encouraged to consult with members of the Writing Center staff and university librarians about the research and writing process.

Supplementary Information:

SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/anp05007-1253278629-nan02005Wand nonWsyllabus.doc)