

Gender and Technology (HTS 3020)
M/W/F 10:05-10:55 in Mason (CE), #312
Office is in D.M. Smith Bldg., #214
Office Hours M-W-F 11:15-12:15 and by appointment

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Gender and Technology Spring 2002 (syllabus revised 3/15/02)

Objectives: In this course we will examine the relationship between gender and technology from the perspective of a number of different social scientists (primarily historians and sociologists). The assigned readings, supplemented by films and videos, explore how technology shapes gender; how gender shapes technology; how technologies often reinforce, but sometimes challenge, existing systems of gender and gender relations; and how these dynamics can change over time. The readings differ along a number of dimensions, including the questions they raise, the audiences they address, the relationships they analyze, the technologies they examine, the periods of time they investigate, the evidence they use, and the theoretical orientations that guide their analyses. This course is designed to increase your knowledge and awareness of issues related to gender and technology. It is also designed to sharpen your ability to think critically, write clearly, read carefully; and discuss your thoughts, and those of others, with intelligence, thoughtfulness, and integrity.

Books to Buy, Borrow, Share or Read on Reserve

The following books are required reading and can be purchased at Engineers Bookstore (811 Marietta Street, located at the corner of Means and Marietta; phone 404-894-8615). They will also be placed on reserve at the Georgia Tech library. *Please bring these books to class on the days when we are scheduled to discuss readings from them.*

- 1) Donald MacKenzie and Judy Wajcman, *The Social Shaping of Technology*, 2nd edition (Philadelphia, PA: Open University Press, 1999). [SST]
- 2) Mary Wyer et al., *Women, Science, and Technology: A Reader in Feminist Science Studies* (New York, NY: Routledge, 2001). [WST]
- 3) Kathy Peiss, *Hope in a Jar: The Making of America's Beauty Culture* (New York, NY: Henry Holt and Company, Inc., 1998).

Electronic Reserves [e-reserves]. In addition, I have placed a large number of required readings on electronic reserve at the library. They are available at: www.library.gatech.edu (go to reserves and search for HTS 3020 under my last name, then search for specific articles by the author's last name). Please print all of the required readings and bring them to class on the days they are assigned.

Course Communication Technologies

There is a class listserve gendertech@list.gatech.edu and a course webpage www.webct.gatech.edu where I will post announcements, assignments, grades, etc.

Requirements for the course include:

- 1) class participation, which is based on attendance, evidence of preparedness, and active participation in discussion (10% for each half of the semester) 20% total
- 2) four 3-4 page written assignments (each worth 20%) 80% total
- 3) an optional written final, which can replace your lowest grade on the written assignments (20%)

Grading. You will not be graded on a curve, so there is no incentive for keeping your ideas to yourself during class discussion. You can miss one class per half-semester without being penalized. Grading criteria for written assignments will be clearly specified in the instructions for each assignment.

Class Preparation and Participation. Attendance is mandatory, assigned readings are mandatory, videos are mandatory, participation in discussion is mandatory. The course is discussion-oriented, not lecture-oriented, which means that the success of this class depends on your participation in class discussions. In order to participate effectively, you must do the reading ahead of time and come to class prepared to talk about it. I want this to be a collective learning experience where you share your thoughts and ideas with your peers—this is the essence of intellectual exchange. For that reason, if discussion is lagging, or if I have the feeling that you are unprepared, I will shuffle a deck of cards, each with a student’s name on it, and randomly pull cards from the deck, calling on those students. I also reserve the right to resort to pop quizzes if you are coming to class unprepared. Remember: if you speak up just once, and right at the beginning of the semester, it will be much easier the second, third, and fourth times around.

A Note On Writing: Written assignments are your opportunity to exercise and develop your writing, critical thinking, and analytic abilities, and to demonstrate your grasp of the issues, ideas, and concepts that are covered in the readings and discussed in class. The written assignments do not require you to do any outside reading—they are not research papers. The written assignments should be typed (computer-printed), double-spaced, with one-inch margins, in 12-inch font. Spell-check and proofread your work before turning it in.

A Note on Courtesy and Respect. I expect all of us to treat each other with courtesy and respect at all times.

Honor Code: Students in this class will be expected to abide by the Georgia Tech Honor Code and avoid any instance of academic misconduct, including but not limited to the substitution of material that is wholly or substantially identical to that created or published by another individual or individuals; false claims of performance or work submitted by the student; possessing, using, or exchanging *improperly* acquired written or verbal information in preparation for, or in writing, an exam or paper. Voluntary sharing of class notes is encouraged, as is studying together. *The actual writing, however, must be done by you and you alone.* If you have any questions whatsoever, please consult with me and read the Honor Code, which is available at: www.deanofstudents.gatech.edu/Policy/code.in.sections.htm#AHC.

Excused absences and excused late assignments. An excused absence or late assignment requires one of the following: a note from the doctor, from the Office of the Dean of Students (404-894-6367), from ADAPTS (Accessible Disabled Assistance Program for Tech Students—see contact information below), or prior notification from the Office of Intercollegiate Athletics. *Athletes should turn in their schedules at the beginning of the semester, clearly indicating which days they won’t be able to attend class.*

Students with Disabilities: Students with disabilities (including but not limited to visual, hearing, and mobility impairments, learning disabilities, attention deficit disorder, chronic illness, cerebral palsy, etc.) have a right to all necessary and appropriate accommodations. To ensure timely and appropriate accommodations, please contact the coordinator of ADAPTS (Accessible Disabled Assistance Program for Tech Students) as soon as possible. ADAPTS is located in the Smithgall Student Services Building; phone 404-894-9411 (voice) or 404-894-3344 (voice/TDD).

SYLLABUS

Week 1	Introduction and Overview of the Course	
1/4	Welcome and Overview	

<p>Week 2</p> <p>1/7</p> <p>1/9</p> <p>(2 readings)</p> <p>1/11</p>	<p>The Social Shaping of Technology</p> <p>MacKenzie and Wajcman, “Introductory essay: the social shaping of technology,” (pp.3-27) [SST]</p> <p>Langdon Winner, “Do Artifacts Have Politics?” (pp.28-40) [SST]</p> <p>Richard Dyer, “Making White People White” (pp.134-140) [SST]</p> <p>Video: “Mr. Death” [begin]</p>	
<p>Week 3</p> <p>1/14</p> <p>1/16</p> <p>1/18</p>	<p>Gender and Technology</p> <p>“Mr. Death” [conclude]</p> <p>Autumn Stanley, “Women Hold Up Two-Thirds of the Sky: Notes for a Revised History of Technology” (pp. 17-33) [e-reserves]</p> <p>Judy Wajcman, “The Built Environment: Women’s Place, Gendered Space” (pp. 194-208) [WST]</p>	
<p>Week 4</p> <p>1/21</p> <p>1/23</p> <p>1/25</p>	<p>Gender and Domestic Technologies</p> <p>NO CLASS</p> <p>Ruth Schwartz Cowan, “The Industrial Revolution in the Home” (pp.281-300) [SST]</p> <p>Michele Martin, “The Culture of the Telephone,” (pp. 50-74) [e-reserves]</p>	<p>1st assignment handed out Friday 1/25 (due Fri. 2/1 by 9 a.m)</p>
<p>Week 5</p> <p>1/28</p> <p>1/30</p> <p>2/1</p>	<p>Gender, Car Cultures, and Transportation Technologies</p> <p>Video: “Divided Highways”</p> <p>Ben Shackelford, ““Masculinity, the Auto Racing Fraternity and the Technological Sublime?” In Roger Horowitz, ed., <i>Boys and Their Toys? Masculinity, Class, and Technology in America</i>, pp. 229-250. [e-reserves]</p> <p>Conclude “Divided Highways”</p>	<p>2/1—1st assignment due by 9 a.m. [electronic submission via WebCt]</p>
<p>Week 6</p> <p>2/4</p> <p>2/6</p> <p>(2 readings)</p> <p>2/8</p>	<p>Gender and Technologies of Production—Part I</p> <p>Continue discussion of gender, car cultures, and transportation technologies</p> <p>Karl Marx, “The Machine versus the Worker” (pp.156-157) [SST]</p> <p>Harry Braverman, “Technology and Capitalist Control” (pp. 158-160) [SST]</p> <p>Continue discussion of technologies of production; watch “Clockwork,” a short video on Taylorism.</p>	
<p>Week 7</p> <p>2/11</p> <p>2/13</p> <p>2/15</p>	<p>Gender and Technologies of Production—Part II</p> <p>Cynthia Cockburn, “The Material of Male Power” (pp.177-198) [SST]</p> <p>Ruth Milkman, “Gender at Work: The Sexual Division of Labor During WWII,” (pp. 446-456) [e-reserves]</p> <p>Video: “The Life and Times of Rosie the Riveter”</p>	<p>2nd assignment handed out Friday 2/15. Due Friday 2/22 at 9 a.m</p>

<p>Week 8</p> <p>2/18</p> <p>2/20</p> <p>2/22</p>	<p>Gender and Technologies of Reproduction—Part I</p> <p>Guest Speaker Andrea Tone, “Violence by Design: Contraceptive Technology and the Invasion of the Female Body” (pp. 373-391) [e-reserves]</p> <p>Carol Joffe, <i>Doctors of Conscience</i> (pp. 27-52) [e-reserves]</p> <p>Continue discussion of technologies of reproduction.</p>	<p>2nd assignment due Friday 2/22 at 9 a.m.</p>
<p>Week 9</p> <p>2/25</p> <p>2/27 (2 readings)</p> <p>3/1</p>	<p>Gender and Technologies of Reproduction—Part II</p> <p>Steven Mentor, “Witches, Nurses, Midwives and Cyborgs: IVF, ART, and Complex Agency in the World of Technobirth” (pp. 67-89) [e-reserves]</p> <p>Cynthia R. Daniels, “Between Fathers and Fetuses: The Social Construction of Male Reproduction and the Politics of Fetal Harm” (pp. 312-331) [WST]</p> <p>Nick Teresi and Kathleen McAuliffe, “Male Pregnancy” (pp. 175-183) [e-reserves]</p> <p>Video: “Making Babies” AND Gina Kolata, “Fertility, Inc.: Clinics Race to Lure Clients” (New York Times, January 1, 2002) [e-reserves]</p>	
<p>3/4 – 3/8</p>	<p>SPRING BREAK</p> <p>Read Kathy Peiss, <i>Hope in a Jar</i> over Spring Break</p>	
<p>Week 10</p> <p>3/11</p> <p>3/13</p> <p>3/15</p>	<p>Gender and Technologies of Beauty</p> <p>Kathy Peiss, <i>Hope in a Jar</i> (discuss entire book)</p> <p>Kathy Peiss, <i>Hope in a Jar</i> (discuss entire book)</p> <p>Continue discussion of <i>Hope in a Jar</i> and watch short video, “Slim Hopes.”</p>	
<p>Week 11</p> <p>3/18</p> <p>3/20</p> <p>3/22</p>	<p>Gender and Medical Technologies</p> <p>Barron Lerner, “Inventing a Curable Disease: Historical Perspectives on Breast Cancer” (pp. 25-50) [e-reserves]</p> <p>Continue discussing gender and medical technologies.</p> <p>Peter Kramer, “Introduction” and ““The Message in the Capsule” from <i>Listening to Prozac</i>, ix-xix, 250-300 [e-reserves]</p>	<p>3rd assignment handed out Wed. 3/20. Due Monday 3/25 at 9 a.m.</p>
<p>Week 12</p> <p>3/25</p> <p>3/27</p> <p>3/29</p>	<p>Gender and Military Technologies</p> <p>Video: “The Atomic Café”</p> <p>Wim A. Smit, “Science, Technology, and the Military: Relations in Transition” (pp.598-626) [e-reserves]</p> <p>Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals” (pp.99-116) [WST]</p>	<p>3rd assignment due Monday 3/25 at 9 a.m.</p>

<p>Week 13</p> <p>4/1</p> <p>4/3</p> <p>4/5</p>	<p>Gender, Nature and the Environment</p> <p>Video: “Rachel Carson’s Silent Spring”</p> <p>Rita Arditti and Tatiana Schreiber, “Killing Us Quietly: Cancer, the Environment, and Women” (pp.231-260) [e-reserves]</p> <p>Ruth Perry, “Engendering Environmental Thinking: Feminist Analysis of the Present Crisis” (pp. 302-311) [WST]</p>	
<p>Week 14</p> <p>4/8</p> <p>4/10</p> <p>4/12</p> <p>(2 readings)</p>	<p>Gender and Engineering</p> <p>Rachel N. Weber, “Manufacturing Gender in Military Cockpit Design” (pp.372-381) [SST]</p> <p>Cynthia Cockburn, “Caught in the wheels: The High Cost of Being a Female Cog in the Male Machinery of Engineering” (pp.126-133) [SST]</p> <p>Mary Frank Fox, “Women, Men, and Engineering” (pp. 249-257) [e-reserves]</p> <p>Review statistics on salaries and employment in the sciences and engineering, broken down according to gender, race, immigration status, type of employment, years working, etc., at the following website: http://srsstats.sbe.nsf.gov/preformatted-tables/1997/DST1997.html</p>	
<p>Week 15</p> <p>4/15</p> <p>4/17</p> <p>4/19</p>	<p>Gender, Computers and Cyberspace—Part I</p> <p>Sherry Turkle, “Computational Reticence: Why Women Fear the Intimate Machine” (pp.365-380) [e-reserves]</p> <p>Bente Rasmussen and Tove Hapnes, “Excluding Women from the Technologies of the Future? A Case Study of the Culture of Computer Science” (pp.381-394) [e-reserves]</p> <p>Bonka Boneva, et al., “Using E-Mail for Personal Relationships: The Difference Gender Makes” (pp. 530-549) [e-reserves]</p>	<p>4th assignment handed out on Friday 4/19. Due Friday 4/26 at 9 a.m.</p>
<p>Week 16</p> <p>4/22</p> <p>4/24</p> <p>4/26</p>	<p>Gender, Computers and Cyberspace—Part II</p> <p>Rose, Frank, “Sex Sells” in <i>Wired</i>, December 1997. [e-reserves] http://www.wired.com/wired/archive/5.12/sex_pr.html</p> <p>Continue discussion of gender, computers, the Internet, and cyberspace.</p> <p>Discussion and Review.</p>	<p>4th assignment due Friday 4/26 at 9 a.m</p>
<p>Exam Week</p>	<p>Optional Final Exam: 8-10:50 a.m. on Tuesday 4/30</p>	