Gender and Technology

HTS 3020

Class 3:05 pm - 4:25 pm TR Instr Center 211 — Aug 23, 2010 - Dec 18, 2010

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Introduction: My objective in teaching this course is to introduce you to using a sociological, cultural, philosophical and historical imagination to explore gender and technology through classroom discussions, readings and assignments. We will explore and analyze what gender and technology are as well as how they work in society, separately and apart.

Learning Outcomes:

- Name and describe gender norms and behavior within a specific culture.
- Define a technology and identify what makes something a technology.
- Identify and discuss the role of gender in technological development, transfer, adoption and adaption of old and new technologies.
- Identify how technology defines gender norms, expectations and behaviors.
- Illustrate how the intersection of gender and technology involves gender shaping technology and technology shaping gender.
- Practice oral and written arguments using strategies such as: deduction, analogy, short, causes, and extended.
- Analyze, assess, and present a case study that illustrates the social dynamics of technology and gender in the adoption, adaption, innovation, and/or invention of a technology.

Books:

Gender and Technology: A reader Edited by Nina E. Lerman, Ruth Oldenziel, and Arwen P. Mohun, John Hopkins University Press, Baltimore, 2003

Doing Gender Diversity: Readings in Theory and Real World Experience Edited by Rebecca F. Plante and Lis M. Maurer, Westview Press, Boulder, 2010

Feminist Technology Edited by Linda L. Layne, Sharra L. Vostral, and Kate Boyer University of Illinois Press, Urbana, Chicago and Springfield 2010

A rulebook for arguments / Anthony Weston. Edition: 4th edition. Publisher: Indianapolis: Hackett Pub., c2009.

Course Requirements:

Attendance and Participation:

You are expected to be present for the entire class to be counted as present and to receive 1 pt. You must be present for the entire class period to submit work timely on the due date. In addition class participation is valued at 1 pt per day.

Daily: Before 1pm every class day (starting 2nd of September and ending 23rd Nov) please post to your T-Square Blog a discussion question based upon the reading that will guide, illuminate and promote discussion on the readings. 1pt.

Weekly: A one page, single spaced writing assignment composed of 3 paragraphs based upon 3 of the week's readings. This is a chance for you "to do social theory" rather than simply read about it; it is a chance to think about why the social world is the way it is and how it came to be that way. It is due in class on Thursday (first one due 2 Sept). Please include works cited at the end of the paper. The goal is to discusses three ideas/concepts from the week's readings on Gender and Technology that helps to apply, analyze and enrich your understanding of the readings. To help you to write stronger paragraphs please apply the following guidelines to your writing (10pts):

Week Two: *A Rulebook for Arguments* chapter one guidelines: "Short Arguments"

Week Three: *A Rulebook for Arguments* chapter two guidelines: "Generalizations"

Week Four: *A Rulebook for Arguments* chapter three guidelines: "Arguments by Analogy"

Week Five: *A Rulebook for Arguments* chapter four guidelines: "Sources"

Week Six: *A Rulebook for Arguments* chapter five guidelines: "Arguments about Causes"

Week Seven: *A Rulebook for Arguments* chapter six guidelines: "Deductive Arguments"

Week Eight: *A Rulebook for Arguments* chapter seven guidelines: "Extended Arguments"

Week Nine: *A Rulebook for Arguments* chapter nine guidelines: "Oral Arguments" – pick one of the presentations other than your own and evaluate it based on these guidelines. Make one suggestion (and explain why) with an example that you could offer the group based upon these guidelines.

Week Ten: *A Rulebook for Arguments* chapter eight guidelines: "Argumentative Essays"

MidTerm Presentation/Paper: Commercial Analysis of a selected technology that is aimed at a particular group of society. Working in pairs, select a technology and find at least 2 different ads for the technology separated by at least 20 years. Inform me by 7 September of the technology and the urls for the commercials.
Each individual will analyze one commercial and submit:

–The url for the commercial

–The script of the commercial

–The analysis: using at least 5 class sources to support your analysis, include a bibliography, 5 pages double spaced. 50 pts. Paper due Oct 14, 2010.

Presentation of the commercial and analysis to the class: Sept 21, 23, 28, 30, Oct 5, 7, 12, or 14 with your partner. This will also include an analysis that compares and contrasts our notions of technology and gender from the two ads from different historical moments and/or cultures. 25 pts.

Reproduction of T & G in Culture: Last two weeks of class. Find a movie, film, video clip, song, photograph or some other form of pop culture that illustrates a concept from class and how it is being played out in contemporary culture. Please provide it for class viewing/listening and discussion. Prepare a short outline/handout/ppt on what concept it illustrates and why. Due: 30 Nov. 20 pts.

Final Paper: A ten page – double spaced paper on a topic of your choosing that incorporates class readings. Suggestion: pick a technology and explore/describe/analyze how gender relations become inscribed in it, or vice versa, how the technology reinforces, embodies or disrupts gender ideas and relationships. OR pick a sociotechnical system and explore/describe/analyze how it constitutes gender relations. Or you may pick another topic that illustrates your understanding of the nuances of the relationship between gender and technology and integrates concepts from the readings. Outline for paper due 23 November (10 pts). Paper Due: Dec 13th in the drop box on T-square. Please use proper citation practices and include works cited with a minimum of 7 class sources. 100 pts.

Notice the Reading listed on the Day of Class, is the reading to be completed before coming to class.

Week	*Reading Tuesday*	*Reading Thursday*	*Video/Assignments*
24, 25	**Introduction**	Scharff (pdf), Flink (pdf) and Wosk (pdf)	**Who Killed the Electric Car?**
31, 2 Sept What is Gender?	D.G.D.: Chap 1 & Borman (pdf)	D.G.D.: Chapter 2:(choose 3 out of 9-15) & Wajcman (pdf)	**Gender** **Middle Sex**
7, 9	D.G.D.: Chapter 3: 18 & 20, Chapter 5: 28, 29, 30 & Fausto-Sterling (pdf)	D.G.D.: Chapter 5: 31-34 & Kessler (pdf)	
14, 16 What is Technology?	Hawkins (pdf), Marx (pdf)	Tenner (pdf), Winner (pdf) & Pacey (pdf)	Metropolis
21, 23	L.O.M: chp 1 & 2	L.O.M.: chp 3 & 4	
28, 30	L.O.M.: chp 5 & Cockburn (pdf)	L.O.M.: chp 6 & 7	
5, 7 Oct Work	L.O.M.: 8 & 9	L.O.M.: chp 10 & 11	**The Shakers (1985)**

12, 14 Work	L.O.M: chp 12 & Cowan (pdf)	L.O.M: chp 13, 14	
21 War	No class	Weber (pdf) & Enloe (pdf) & D.G.D.:42	**Rosie (2006)**
26, 28	FT chp 1 & Berg (pdf)	FT chp 2 & Doorly (pdf)	
2, 4 Nov	FT chp 3	FT chp 4	**Divided Highways**
9, 11	FT chp 5 D.G.D.:35 & 36	FT chp 6	
16, 18	FT chp 7	FT chp 8	
23	FT chp 9	No class	
30, 2 Dec			Reproduction of T & G in Culture
7, 9			Reproduction of T & G in Culture

Special Activity for 24 August, 5 pts. Go to:
http://www.nytimes.com/interactive/2010/08/02/technology/unplugged.html?ref=technology
Using the blog space on T-Square answer the following questions after you watch two individuals of different gender who took the "unplugged challenge." First: Identify who you watched. Second: How do the two individuals talk about technology? What is their definition of technology? (and why?) How might their gender, race, or class shape their experience of technology and/or their expectations of technology (use examples and explain why/why not)? What surprised you about their comments and why?

Special Activity for 26 August: Watch the movie: "Who Killed the Electric Car" in class. Read the 3 pdfs on T-square: Fink, Scharff and Wosk. Submit by Aug 28th at noon on the Blog space of T-Square your answer to one of the following questions that uses examples from the readings and video (approximately 300-500 words) 10 pts:

1. How does the Car Culture illustrated in "Who Killed the Electric Car" define, reflect or enhance gender norms and behavior?
2. How and why were gender roles, norms and behaviors first assigned in Car Culture? Are these same roles and norms alive today (explain/use an example)?

Grading Scale:
Your Points/Total Points = 90% and above) = A
Your Points/Total Points = 80% to 89% = B
Your Points/Total Points = 70% to 79% = C
Your Points/Total Points = 60% to 69% = D
Your Points/Total Points = less than 59% = Failing

General Notice:
All writing assignments are to be typed with a 10 or 12 point font. If this is a hardship for you, please see me. Please use gender neutral pronouns (i.e. he/she, they) and proper citations. All written work is to be

your own original work and may not have been submitted in another class for a grade. Plagiarism violates GaTech's code of conduct and students who plagiarize will be reported to the Dean of Students. If you have any questions whatsoever, read the Honor Code and discuss it with me. It is available at: www.deanofstudents.gatech.edu/Policy/code.in.sections.htm#AHC.

Always use proper citation practices. If you have questions about writing and citation practices, please see me and/or the library's website: http://www.library.gatech.edu/search/citation_guide.php. If it should happen that you need to deviate from the established syllabus in any way for any reason please be respectful of yourself, your classmates and the instructor by attending to the situation in a respectful, honest and professional manner.

Georgia Tech complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the ADAPTS office to discuss the appropriate procedures as soon as possible in order for us to make appropriate modifications to ensure your success in HTS 3020. The website for ADAPTS: http://adapts.gatech.edu. Please note that accommodations can only be made for the future.

The instructor reserves the right to alter the syllabus as needed. All changes will be announced in class and on T-Square. It is the student's responsibility to stay informed.

Additional Readings:

Berg, Anne Jorunn (1999) "A Gendered Socio-Technical Construction: The Smart House" Pp 300-317 in *The Social Shaping of Technology*, by Donald MacKenzie and Judy Wajcman, Open University Press: London.

Borman, Kathryn, Tyson, Will, and Rhoda Halperin (2010) *Becoming an Engineer in Public Universities: Pathways for Women and Minorities*. Palgrave MacMillian: New York.

Cockburn, Cynthia (1999) "The Material of Male Power" Pp 177-198 in *The Social Shaping of Technology*, by Donald MacKenzie and Judy Wajcman, Open University Press: London.

Cowan, Ruth Schwartz (1999) "The Industrial Revolution in the Home" Pp 281-300 in *The Social Shaping of Technology*, by Donald MacKenzie and Judy Wajcman, Open University Press: London.

Doorly, Moyra (1999) "A Woman's Place: Dolores Hayden on the grand domestic revolution." Pp 313-317 in *The Social Shaping of Technology*, by Donald MacKenzie and Judy Wajcman, Open University Press: London.

Enloe, Cyhthia (1983) *Does Khaki Become You?: The Militarization of Women's Lives* South End Press: Boston, MA.

Fausto-Sterling, Anne (1985) Myths of Gender: Biological Theories About Women and Men. Basic Books: New York.

Flink, James (1989) "The Car Culture" Pp 124-145 in *Technology in Society in 20th America*. Edited by Randall Stross. Wadsworth Publishing Co. Belmot: CA.

Hawkin, David (2004) "The Origins of Modernity and the Technological Society" Pp 27-44 in *The Twenty-First Century Confronts Its Gods: Globalization, Technology, and War*" edited by David J. Hawkins. SUNY Press: Albany, NY.

Kessler, Suzanne (2001) "The Medical Construction of Gender: Case Management of Intersexed Infants" Pp 161-174 in *Women, Science, and Technology: A reader in*

Feminist Science Studies, edited by Mary Wyer, Mary Barbercheck, Donna Geisman, Hatice Orun Ozturk and Marta Wayne. Routledge: New York and London.

Marx, Leo (2009) "Does Improved Technology Mean Progress?" Pp 3-12 in *Technology in the Future*, 11th Edition Edited by Albert H. Teich, Wadsworth: Boston, MA.

Pacey, Arnold (2003) "Technology: Practice and Culture" Pp 53-64 in *Controlling Technology: Contemporary Issues* edited by Eric Katz, Andrew Light and William Thompson, Prometheus Books: Amherst, New York.

Scharff, Virginia (1998) "Feminity and the Electric Car" Pp 75-88 in *Sex/Machine: readings in culture, gender and technology.* Edited by Patrick D. Hopkins. Indiana University Press: Bloomington.

Tenner, Edward (2009) "The Technology of Shoelaces" Pp 23-27 in *Technology in the Future*, 11th Edition Edited by Albert H. Teich, Wadsworth: Boston, MA.

Wajcman Judy (2001) "The Built Environment: Women's Pace, Gendered Space" pp 194-208 in *Women, Science, and Technology: A reader in Feminist Science Studies*, edited by Mary Wyer, Mary Barbercheck, Donna Geisman, Hatice Orun Ozturk and Marta Wayne. Routledge: New York and London.

Weber, Ruth (1999) "Manufacturing Gender in the Military Cockpit Design" Pp 372-381 in *The Social Shaping of Technology*, by Donald MacKenzie and Judy Wajcman, Open University Press: London.

Winner, Langdon (1999) "Do Artifacts Have Politics?" Pp 28-40 in *The Social Shaping of Technology*, by Donald MacKenzie and Judy Wajcman, Open University Press: London.

Wosk, Julia (2001) *Women and the Machine: representations from the spinning whell to the electronic age*. Johns Hopkins University Press: Baltimore