

WST 220 – GENDER, CULTURE, AND SCIENCE
Spring 2018, MWF 9:10-10am, CUE Rm 114

Professor: Jenifer Barclay
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Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with the truth.
~Simone de Beauvoir (1970)

How objective is objectivity? Who determines “the facts” and what social, cultural, economic, and political forces influence those who do? Are fields like science, technology, engineering and medicine always completely objective and free of any kind of bias? These kinds of questions lay at the heart of this course as it maps the rise of Western science and the ways that ideas about gender, race, ethnicity, class, sexuality, and nationality shape(d) the production of knowledge, including scientific discourses, professional medicine, technological developments, and many other seemingly “objective” topics. The influence of these socially constructed categories is felt today in the underrepresentation of women, minorities, and persons with disabilities in STEM fields and medicine as well as in the erasure of their many contributions to these fields throughout history. Through lectures, thought-provoking readings, in-class discussions, documentaries and films, students will grapple with these slippery questions in a global, national, and historical context. We will also consider how solutions to these deeply embedded biases and limitations are articulated in educational policies and representations of women and minorities in the sciences in film and media.

OBJECTIVES

This course has three primary objectives. First, it seeks to build on and expand students’ basic understandings of how categories like gender, race, and sexuality are socially-constructed and change over time. Second, by exploring the history and politics of science and the construction of scientific knowledge, it encourages students to think critically about the importance of contextualization and the meaning of “objectivity.” Third, the course will assess students’ ability to recognize and articulate their understanding of how gender, race, ethnicity, class, and sexuality influenced the production of scientific knowledge in different historical eras and what the concrete consequences of this trajectory are that continue to echo in contemporary times.

NOTE: This syllabus and the course schedule below are subject to change based on necessary adjustments made by the professor; your continued enrollment in the course signifies your acceptance of the terms of the syllabus.

COURSE POLICIES

Attendance/Participation: In order to succeed in this class students must be present and prepared (all assigned readings completed as specified on the course schedule). Students can miss TWO classes without penalty (it is NOT necessary to contact your professor about these two absences). Each absence beyond these three will result in deductions from your attendance score.

STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEY LEGIBLY WRITE THEIR OWN NAME ON THE SIGN-IN SHEET EACH CLASS PERIOD. NO ONE WILL BE “ADDED” TO THE SIGN-IN SHEET AFTER THE CLASS PERIOD IS OVER. IF STUDENTS ARE DICOVERED ADDING NAMES TO THE LIST FOR OTHERS IN THE CLASS THEY AND THEIR FRIEND(S) WILL RECEIVE A ZERO ATTENDANCE SCORE FOR THE ENTIRE COURSE.

Tardiness: Please ensure that you arrive on time to class. If you occasionally cannot avoid being late, please enter the room quietly so as to not distract classmates or interrupt lecture. Habitual tardiness will be penalized.

Cellphones, Laptops, and other Electronic Devices: Please ensure that cellphones are turned off or silenced before the start of class. Students do not have permission to use their phones, computers or other devices to surf the internet, check Facebook or other forms of social media, etc. during class time. Laptops may be used IF students are typing notes. If students are discovered using their laptops for other purposes, the professor reserves the right to ask them to no longer use them in class.

**ALSO PLEASE NOTE: No student, under any circumstances, can videotape or otherwise record Dr. Barclay or her lectures and any other class content without her express written permission.

Late work: Written work and other assignments (with the exception of the final paper/project) may be turned in for up to two weeks after the due date with the following stipulations: if it is submitted in the first week after the due date it will be docked 25%; if submitted during the second week after the due date, it will be docked 50%.

Submitting assignments via email: Emailed work will ONLY be accepted in extreme cases and if the student secures permission from the professor in advance. It is the student’s responsibility to turn in a hard copy of their work when it is due.

******Students should retain all written work that the professor grades and returns to them in the event that their final grade for the course is contested in any way.

Mid-term Exam Make Up: The professor will make reasonable accommodations for students to make up the mid-term exam ONLY if they are forced to miss it because of significant reasons. The exam make-up MUST take place within one week of the date that it was originally administered and it is the *student’s* responsibility to coordinate this re-scheduling with the professor.

Plagiarism: According to WSU’s Student Standards of Conduct, plagiarism is defined as “Presenting the information, ideas, or phrasing of another person as the student’s own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or academic materials” (<http://conduct.wsu.edu/policies/standards-of-conduct/>)

PLAGIARISM WILL NOT BE TOLERATED AND IMMEDIATE ACTION WILL BE TAKEN AGAINST STUDENTS WHO PLAGIARIZE. THIS CAN RESULT IN FAILURE OF

THE ASSIGNMENT, FAILURE OF THE ENTIRE COURSE, OR EVEN DISCIPLINARY ACTION AT THE UNIVERSITY LEVEL. DO YOUR OWN WORK!

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Assignments and Evaluations:

ATTENDANCE/PARTICIPATION	20%
MID-TERM EXAM (WEDNESDAY FEB 21)	20%
CRITICAL RESPONSE ESSAY 1	20%
CRITICAL RESPONSE ESSAY 2	20%
RESEARCH PAPER	20%
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	100%

OVERVIEW OF ASSIGNMENTS

Critical Response Essays (2)

Students will be required to write a total of two 4-5 page essays on *The Immortal Life of Henrietta Lacks* and *The Only Woman in the Room*. These essays MUST:

- (1.) Demonstrate a critical engagement with each text (not simply a basic summarization of it).
- (2.) Clearly identify and articulate the major argument(s) of the text being analyzed.
- (3.) Place the text in conversation with other course materials (lectures, previous readings, etc.)
- (4.) Explain, using specific examples, how the text informs, challenges, and/or expands your understanding of the intersections of gender, race, sexuality, and science.

Essays must be a MINIMUM of 4 full pages (no more than 5 pages) in length, typed (in 12-point font), double-spaced, with standard 1" margins. They must also be free of grammatical errors/typos and use proper citation techniques specific to your discipline (if this is unknown, please use parenthetical references similar to MLA-style – please consult the Purdue Online Writing Lab for examples <http://owl.english.purdue.edu/owl/> or raise your concerns with your professor in class so that this technique can be briefly reviewed).

DUE DATES FOR CRITICAL RESPONSE ESSAYS:

Wednesday March 7 – Rebecca Skloot, *The Immortal Life of Henrietta Lacks*

Wednesday April 11 – Eileen Pollack, *The Only Woman in the Room*

Final Research Paper

In lieu of a final exam, students are required to submit a short research paper due in Professor Barclay's office during the allotted final exam time (or as otherwise directed by her). This paper must be 6-8 pages in length, not counting title page and bibliography, typed (in 12-point font), double-spaced, with standard 1" margins. Students can research any topic they wish that, in some way, connects gender and science.

These essays must incorporate at least five peer-reviewed scholarly sources (journal articles, chapters from edited anthologies, books published by university presses, etc.) They must also include a

distinct introduction (with thesis statement), body, and conclusion and be clearly organized and supported with evidence.

Please note that the above description is basic. Further details and instructions about the final research paper will be discussed in class and during scheduled meetings between each student and Professor Barclay during the final week of class.

Required books:

Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (Random House, 2010)

Eileen Pollack, *The Only Woman in the Room* (Beacon, 2015)

Grading Scale:

93-100 A	83-85 B	73-75 C	60-65 D
90-92 A-	80-82 B-	70-72 C-	0-59 F
86-89 B+	76-79 C+	66-69 D+	

CLASS SCHEDULE

WEEK ONE:

- Jan 8 Introduction
- Jan 10 How many Sexes?
Reading: Anne Fausto-Sterling, Chapter 3 “Of Genders and Genitals: The Use and Abuse of the Modern Intersexual” in *Sexing the Body: Gender Politics and the Constructions of Sexuality* (Basic Books, 2000), 45-77. [Bb]
- Jan 12 Continued...
Reading: Suzanne J. Kessler, “The Medical Construction of Gender: Case Management of Intersexed Infants,” *Signs*, Vol. 16, No. 1 (Autumn 1990): 3-26. [Bb]

WEEK TWO

- Jan 15 NO CLASS – MLK Day
- Jan 17 Gender and sexualities: innate or imposed?
Reading: Judith Lorber: “Night to His Day: The Social Construction of Gender” [Bb]
- Jan 19
Reading: Fausto-Sterling, Anne. “Gender Systems: Toward a Theory of Human Sexuality” in *Sexing the Body*, 233-55. [Bb]

WEEK THREE

- Jan 22 Scientific Transformations in Gender, Sex, and Sexuality
- Jan 24 continued...
Reading: Barbara Welter, “The Cult of True Womanhood, 1820-1860” *American Quarterly*, Vol. 18, No. 2, Part I (Summer 1966): 151-174. [Bb]

Jan 26

Reading: Londa Schiebinger, Chapter 7 “More than Skin Deep: the Scientific Search for Sexual Difference” in *The Mind Has No Sex?: Women in the Origins of Modern Science* (Harvard University Press, 1989), 189-213. [Bb]

WEEK FOUR

Jan 29 Gender, Race, and Nation – the Case of Sara Bartman

Jan 31

Continued
Reading: Ann Fausto-Sterling, “Gender, Race, and Nation: The Comparative Anatomy of ‘Hottentot’ Women in Europe, 1815-1817” in Jennifer Terry and Jacqueline Urla, eds. *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture* (Bloomington: IUP, 1995). [Bb]

Feb 2

Race and Biology
Viewing: Race: The Power of an Illusion

WEEK FIVE

Feb 5 Gender, Race, and Nation: American Perspective on the Natural Order

Feb 7

Continued
Reading: Stephen Jay Gould, “American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species” in Sandra Harding, ed. *The ‘Racial’ Economy of Science* (Bloomington: IUP, 1993), 84-115. [Bb]

Feb 9

Continued
Reading: Excerpts from Samuel Cartwright, “The Peculiarities of Negroes” [Bb]

WEEK SIX

Feb 12 Where Spectacle and Medical Science Converge: 19th c Freak Shows

Feb 14

Continued
Reading: Benjamin Reiss, Chapter 7 “Spectacle” from *The Showman and the Slave: Race, Death, and Memory in Barnum’s America* (Cambridge: Harvard University Press, 2001), 126-140. [Bb]

Feb 16

Mid-term review

WEEK SEVEN

Feb 19 NO CLASS – PRESIDENT’S DAY

Feb 21

MID TERM EXAM

Feb 23

Late 19th/early 20th Century Pseudoscience: Eugenics
Reading: R.C. Lewontin, Steven Rose, and Leon J. Kamin. “IQ: The Rank Ordering of the World,” in Sandra Harding, ed. *The ‘Racial’ Economy of Science*, 142-60. [Bb]
****Begin reading Skloot, *The Immortal Life of Henrietta Lacks*****

WEEK EIGHT

Feb 26 Eugenics, conclusion; Begin discussion, *The Immortal Life of Henrietta Lacks*
Reading: Skloot, TBD

Feb 28 Discussion, *The Immortal Life of Henrietta Lacks*
Reading: Skloot, TBD

Mar 2 Discussion, *The Immortal Life of Henrietta Lacks*
Reading: Skloot, TBD

WEEK NINE

Mar 5 Hysteria
Begin in-class viewing, “Passion and Power: The Technology of Orgasm” (2007)

Mar 7 Finish “Passion and Power: The Technology of Orgasm” (2007)
*****Paper One due on *The Immortal Life of Henrietta Lacks******

Mar 9 No class

SPRING BREAK MARCH 12 – MARCH 16

WEEK TEN

Mar 19 Masculinity, “Objectivity,” and STEM
Viewing: Bill Moyer interview with Evelyn Fox Keller from “A World of Ideas”

Mar 21 The Mis-Education of Women

Mar 23 Continued
Reading: Sue Zschoche, “Dr. Clarke Revisited: Science, True Womanhood, and Female Collegiate Education” in *History of Education Quarterly*, Vol. 29, No. 4 (Winter 1989): 545-69. [Bb]

WEEK ELEVEN

Mar 26 Women as Anomalies in STEM
Viewing: “Einstein’s Wife: The Life of Mileva Maric Einstein”

Mar 28 Gender disparities in STEM education and careers
Reading: Amy Sue Bix, “‘Engineeresses’ to ‘Girl Engineers’ to ‘Good Engineers’: A History of Women’s U.S. Engineering Education,” *NWSA Journal*, 16, Vol. 1 (Spring 2004): 27-49. [Bb]

Mar 30 Continued Gender Disparities in STEM education
Reading: Corinne A. Moss-Racusin, et al, “Science Faculty’s Subtle Gender Biases Favor Male Students” [Bb]
Christine Wenneras and Agnes Wold, “Nepotism and Sexism in Peer Review,” *WSTR*, 50-56. [Bb]

WEEK TWELVE

Apr 2 Discussion, *The Only Woman in the Room*
Reading: Chapters TBD

Apr 4 Discussion, *The Only Woman in the Room*
Reading: Chapters TBD

Apr 6 Discussion, *The Only Woman in the Room*
Reading: Chapters TBD

WEEK THIRTEEN

Apr 9 Feminism and STEM initiatives in the 21st century

Apr 11 Women, Science, and Pop Culture
Viewing: Clips from The Big Bang Theory, “The Contractual Obligation Implementation”
Clips from Ice Princess
*****Paper Two due on *The Only Woman in the Room******

Apr 13 Discussion
Reading: Jocelyn Steinke, “Cultural Representations of Gender and Science: Portrayals of Female Scientists and Engineers in Popular Films,” *Science Communication*, Vol. 27, No. 27 (2005): 27-63. [Bb]

WEEK FOURTEEN

Apr 16 In-class viewing, Hidden Figures (2016)

Apr 18 In-class viewing, Hidden Figures (2016)

Apr 20 In-class viewing, Hidden Figures (2016)

WEEK FIFTEEN

Apr 23 Discussion of final research paper
Begin individual meetings with Dr. Barclay re: research paper

Apr 25 Individual meetings with Dr. Barclay re: research paper

Apr 27 Individual meetings with Dr. Barclay re: research paper

****RESEARCH PAPER DUE EITHER DURING SCHEDULED EXAM TIME
OR AS OTHERWISE INSTRUCTED BY DR. BARCLAY****