

**San José State University**  
**CoSS/Department of Geography & Global Studies**  
**GLST 143, Gender, Power, and International Development, Fall, 2016**

**Course and Contact Information**

<b>Instructor:</b>	Professor Kathryn Davis
<b>Office Location:</b>	118 WSQ Hall
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<b>Office Hours:</b>	Mondays 2:00- 4:30; Tuesday mornings by appointment
<b>Class Days/Time:</b>	Tuesdays 1:30-2:45 PM; Thursdays online component
<b>Classroom:</b>	CL 224
<b>Prerequisites:</b>	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better, completion of Core General Education, and upper division standing (60 units). Completion of, or co-registration in, 100W is strongly recommended.
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization & Global Understanding

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This is a lecture course taught in a flipped format. This means that a considerable portion of student work will be done outside of classroom meetings. In addition, all course resources will be found on the GLST 143 Canvas webpage. Use your 9-digit SJSU ID and password to log in to the site. You are responsible for regularly checking the website for the latest information and communication. Weekly assignments will be due on Canvas on date and times shown in the Course Schedule. Each week, you are expected to be a well-prepared and engaged participant in the classroom, and an engaged and responsive participant online. A reliable internet connection and access to a computer is required for this course.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through the Canvas website for this course to learn of any updates. The best way to reach me is via email and this is also the way to get the quickest response. I try to respond to student emails within 24 hours. There may be times when I don't respond for 48 hours (weekends, if I am at a conference, ill, etc.). Please **contact me via the Canvas site** and do not leave voicemail messages on my office phone number.

**Office hours** are an important avenue for you as students to receive assistance and additional learning experiences. I encourage you to visit me during office hours at least once during the semester and talk with me about the course, what you are learning, and what your educational goals and aspirations are. Feel free to

schedule an appointment as well if you are in class during my office hours. Someday you may want to ask me to write a letter of recommendation for you. I will only do this if I actually know you and have had conversations outside of class with you. I cannot write a good letter of recommendation for someone I only know from assignments and a course grade.

### **Email Etiquette**

When contacting me via email, please remember that email is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions. In the subject line include your name, course information (Jane Doe, GLST 143), and the subject of your email. Begin emails with appropriate formality: Dear/Hi Dr. Davis (or Professor Davis) and conclude your email with a salutation and your name.

Be aware I will not answer questions via email that can be found in the syllabus. I will refer you to the syllabus. I also will not answer questions via email about missed classes – you are required to come to class and fully participate. If you miss class, ask a classmate to share information about what you missed. Substantial questions and questions about assignments should be addressed during my office hours. I do not answer these via email. I do not accept electronic papers except the reflection assignments which are to be submitted online through Canvas – I will not accept any assignments via email. If you want me to look at a rough draft of an assignment or paper, you must bring it to me in person and we will go through it together. I will not do this via email either.

### **Course Description**

(Catalog): Explore issues of poverty, gender, economic transformations, inequality while examining the history of development. Consider various meanings given to development by women and men, primarily as residents of particular regions, but also as aid workers, policy makers, and government officials. Explore the underlying political, economic, social, and gender dynamics that make “development” an ongoing problem world-wide.

This semester we will look at gender, power, and international development through the rarely considered lens of technology. Technology today is deeply integrated into most aspects of our lives. However, technology is never gender or race neutral. Rather, social categories such as gender, race, class, and sexuality are shaped by technology and in turn, shape the development of new technologies. Technology is in that sense best understood as a “co-production” of gender and technology. We will examine the patterns by which our society attributes the gendered meanings of masculinity and femininity to knowledge, scientific practices, the social organization of the scientific or technical workplace, development and social justice, and technology itself.

### **GE Learning Outcomes (GELO)**

GLST 143 is an Area V course: Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression developed over time. These courses should also increase students’ understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C-not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, and V shall be required of all students. See university Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Upon successful completion of this course, students will be able to:

GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S. *Reading reflection assignments; article review assignment*

GELO 2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture. *In-class writing assignment*

GELO 3: Explain how a culture outside the US has changed in response to internal and external pressures. *In-class writing assignment, reading reflection assignments; article review assignment*

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Critically evaluate claims about gender neutrality of technology as well as claims about the biology of race/gender. *Gender of Things project*
2. Analyze the significance of biological determinism in debates about social inequality. *Reading reflection assignments*
3. Demonstrate understanding of the way in which social categories (e.g. gender, race, class, sexuality, etc.) and ethnic/racial differences are both shaped by and shape the development of new technologies. *Gender of Things project, reading reflections*

### **Global Studies Program Learning Outcomes (PLO)**

*(Not all PLOs are covered in every course.)*

1. **Knowledge:** Students will engage in interdisciplinary studies and demonstrate an understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign languages.
2. **Research Skills and Methods:** Students will demonstrate the ability to write, speak, research, and critically analyze complex global events and processes of globalization.
3. **Critical Thinking Skills:** Students will analyze, synthesize, and interpret texts, images and experiences, demonstrating quantitative literacy, innovation of thought and creation of theoretical or practical solutions to global problems.
4. **Perspectives and Values:** Students will demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

### **Required Texts/Readings**

#### **Textbook**

- Chimamanda Ngozi Adichie. *We Should All Be Feminists*. NY: Anchor Books, 2012/2014.
- Robert B. Marks. *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century*. 3<sup>rd</sup> edition. NY: Rowman & Littlefield, 2015.

#### **Other Readings**

*Other readings, and how to access them, can be found on Canvas.*

## Library Liaison

Nyle Monday, Nyle.Monday@sjsu.edu

## Course Requirements and Assignments

**Writing:** The minimum writing requirement for SJSU Studies courses is 3,000 words in a language and style appropriate to the discipline. Please use Turabian citation format for all papers in this class. Detailed information on this style can be found at [Turabian \(AKA Chicago Style\)](#).

**Correct use of written English is a fundamental requirement for your papers to be graded.** If errors in English make it difficult for the instructor to understand your sentences, your paper will be returned to you for revision. The grade will be deferred for one week until it is resubmitted (with a 10% grade deduction) with corrected English. If the assignment is returned for an excessive number of grammatical, punctuation, and/or spelling errors, it will be returned for revision to be resubmitted within one week with a 10% grade deduction. The grade received on the resubmission will be final. If you do not take advantage of the opportunity to correct errors, then the original submission will be graded. *If you have difficulty with writing visit the Writing Center early and often!*

***In-Class Participation (20%):*** The issues we will discuss this semester have both academic and personal implications. In order to come to terms with the material, it is vital that you do the readings and assignments carefully and on time, come to class with questions, opinions, and analyses (agreements and disagreements) – in other words, be prepared to fully participate in an intellectual conversation. In order to do this, you must do the reading in advance and be in class and engage with your instructor and classmates. The participation grade is for active engagement, not for attendance. In class participation (quality not quantity!) counts for 20% of your grade.

***In-Class Writing (5%):*** We will have one in-class writing session in which you will respond to questions from the Marks text. Possible questions will be given out one week in advance. The instructor will select 2 for the in-class writing.

***Reading Reflection – (submitted on Canvas) – 25%:*** 1 page single-spaced based on the readings. Discuss 3 ideas/concepts from the weeks' readings that help to apply, analyze, and enrich your understanding of the topic for the week. Keep personal anecdotes to a minimum; critical reading and thinking is key here. I want to hear what you learned and understand, not necessarily what you already know. Do NOT summarize the readings, this is a reflection assignment, not a summary assignment. Keep quotes to an absolute minimum – I prefer that you include none – use one short quote only if there is no other way to get across your point. You must synthesize information from the different readings into one coherent essay. Include in-text parenthetical citations for any material you use from the readings, not just for quotes.

***Reading Reflection Format:*** 12 point Times New Roman, single-spaced, 500 words minimum, submitted as document upload on Canvas. No headings, footers, or headers. Canvas lets me know who you are and I know what the class is so no need for this information, which might result in a grade deduction. Submit only this format: Word, TXT, RTF, or PDF. Automatic submission to Turnitin.com – if your submission cannot be read by turnitin.com you will not receive credit.

***Article Review – 15%:*** Select an article from a peer-review journal on one of the topics found in the syllabus. When writing a review of an article published in a professional journal or anthology, focus on a topic or issue from the themes/topics of this course. The article cannot focus on the U.S., Western Europe, Australia, or New Zealand. It is also important that the topic/issue interests you or you will lose focus before you are finished, and

this may negatively affect your grade. Recognize that academics in most disciplines write within the context of their disciplines and include theoretical concerns and/or jargon specific to their discipline. Most authors also assume that the reader has some background knowledge, which you might not have. Still, your job is to understand the logic, structure, and essence of the material in the article. Detailed instructions will be posted on Canvas. **Format:** 12 point Times New Roman, single-spaced, 750 words minimum, submitted as document upload. No headings, footers, or headers. Canvas lets me know who you are and I know what the class is so no need for this information, which will only result in a grade deduction. Submit only this format: Word, TXT, RTF, or PDF. Automatic submission to Turnitin.com – if your submission cannot be read by turnitin.com you will not receive credit. You will also submit a hard copy to me on the due date – the hard copy, of course, must include your name, date, and GLST 143.

***Final Project: The Gender of Things – 30%***

Technology can be inherently feminine (tampons, bras, IUD, etc.) and some is inherently masculine (Viagra, condoms, athletic cups, etc.). For your final project, you will investigate the gender of an artifact and prepare a presentation modeled on those that have been done in the Netherlands and Norway. (You will read an article on this as part of your reading assignments.) During different stages of a product’s history, what social factors influenced it at each stage? Was the design, production, marketing, sales, user-support, maintenance, and recycling of the product effected by a man or women’s biology, social/cultural norms, economic status, political influence, or educational influence? These questions, along with the Lego videos we’ll watch for class, should guide your work on the project. The project should be original. – you may not use the examples from the article. Students will work in groups of 3-4. Each student must write their own paper. The group will develop a presentation on their research. All presentations must have a visual component. Each student will develop and select a particular focus that will contribute to the overall presentation and each student will write a 7-10-page paper (typed, double-spaced, 1” margins, Times New Roman 12 pt. font) describing what you learned about the gender of things and the gender of your particular thing/s. Include the information on the above questions in your paper as well as an analysis of it as a gendered object. Each team member should select one aspect of the thing (see questions) to form the core of their paper. No two team members may write on the same aspect. Peer review one another’s papers. Team presentations will be scheduled on the day of the Final Exam.

**Final Examination or Evaluation**

For the final exam or evaluation teams will present their final project – The Gender of Things. **(5%)**

**Grading Information**

Assignment	Points	Percent
Reading Reflection	100	25%
In-class participation	80	20%
In-class writing	20	5%
Article Review	60	15%
Gender of Things Project	120	30%
Final – Presentation	20	5%
Total	400	100%

**Classroom Protocol**

- Assigned readings must be completed prior to class for active participation in class discussions.
- Be civil and courteous to one another. While we may not always agree with other perspectives and opinions, classroom respect is expected and mandatory.

- Silence all mobile devices (phones and tablets) and keep them out of reach and view. No laptops or tablet allowed unless approved in advance by the instructor.
- Arriving late or leaving early – please don't unless it is a true emergency. If you are late, enter the room quietly and take the first available seat. Get your materials out quietly. If you are habitually late be aware that it will have a negative effect on your course participation grade.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) (<http://www.sjsu.edu/gup/syllabusinfo/>)

## GLST 143 / Gender, Power, International Development, Fall 2016, Course Schedule

*This schedule is subject to change with notice posted on Canvas and conveyed in class, when possible.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25 Online	➤ <b>Readings:</b> Nelly Oudshoorn, Ann Rudinow Saetnan, and Merete Lie, “On Gender and Things: Reflections on an exhibition on Gendered Artifacts,” <i>Women’s Studies International Forum</i> , vol. 25, no. 4, pp. 471-483. (Canvas) <b>Take notes and bring them to class on Tuesday.</b>
2	8/30 Class	➤ Questions about the syllabus, expectations, etc. ➤ Discuss reading and final project
2	9/1 Online	➤ Marks, <i>The Origins of the Modern World</i> , pp. 1-96
3	9/6 Class	<b>Technology Through a Gender Lens</b> <b>Watch before coming to class:</b> ➤ “Lego & Gender Part 1” <a href="https://www.youtube.com/watch?v=CrmRxGLn0Bk">https://www.youtube.com/watch?v=CrmRxGLn0Bk</a> ➤ “Lego & Gender Part 2” <a href="https://www.youtube.com/watch?v=oe65EGkB9kA">https://www.youtube.com/watch?v=oe65EGkB9kA</a> ➤ Discuss Videos (take notes while watching and bring to class) ➤
3	9/8 Online	➤ <b>Readings:</b> Marks, pp. 97-218
4	9/13 Class	➤ In-class writing on Marks. Bring Green Book size 11X8.5”. (Also known as a blue book but it’s green.) – 30 minutes allowed for writing. ➤ Discussion: Gendered toys, clothing, etc. Does it matter?

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/15 Online	<p><b>Gender and Technology: Conceptual Issues</b></p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>➤ “What’s So Scary About Smart Girls?” <a href="https://www.youtube.com/watch?v=BjnPlcUR71c">https://www.youtube.com/watch?v=BjnPlcUR71c</a></li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Judy Wajcman, “Feminist Theories of Technology,” <i>Cambridge Journal of Economics</i> 2010, 34, 143-152.</li> <li>➤ Michele Jackson. (2007). “Exploring gender, feminism and technology from a communication perspective: an introduction and commentary.” <i>Women’s Studies in Communication</i>, 30(2): 149-156.</li> <li>➤ Francesca Bray. “Gender and Technology,” <i>Annual Reviews Anthropology</i>, 36: 37-53, 2007.</li> <li>➤ Susanne Gannon. “Laptops and Lipsticks: Feminising Technology,” <i>Learning Media and Technology</i>, vol. 32, no. 1 (Mar 2007): 53-67.</li> </ul> <p><b>Reflection 1: Due 9/19 10:00 PM (Canvas)</b></p>
5	9/20 Class	Discussion of Gender and Technology: Conceptual Issues
5	9/22 Online	<p><b>Technology and Development</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Toyoma et al “New Democracy Forum: Can Technology End Poverty?” <i>Boston Review</i>, Nov/Dec. 2010, pp. 12-29. (Handout)</li> <li>➤ Sey, A. “‘We use it different, different’ Making sense of trends in mobile phone use in Ghana.” <i>New Media &amp; Society</i>, vol. 13, no. 3: pp. 375-390.</li> </ul> <p><b>Reflection 2: Due 9/26 10:00 PM (Canvas)</b></p>
6	9/27 Class	Discussion of Technology and Development
6	9/29 Online	<p><b>Technologies of Desire</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Gary Xu and Susan Feiner, “Neinu Jingji/China’s Beauty Economy: Buying Looks, Shifting Value, and Changing Place.” <i>Feminist Economics</i> 13(3-4), July/October 2007, pp. 307-323.</li> <li>➤ Aneel Karnani. “Doing Well by Doing Good Case Study: ‘Fair &amp; Lovely’ Whitening Cream. Ross School of Business Working Paper Series. Working Paper No. 1063 January 2007.</li> </ul> <p><b>Reflection 3: Due 10/3 10:00 PM (Canvas)</b></p>
7	10/4 Class	Discussion of Technologies of Desire
7	10/6 Online	<p><b>Digital Nation</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Watch: <a href="#">Women as Background Decoration Part I</a> and Read: Ian Steadman, “Tropes vs Anita Sarkeesian: on passing off anti-feminist nonsense as critique.” <i>New Statesman</i> 8/27/2014. <a href="http://www.newstatesman.com/future-">http://www.newstatesman.com/future-</a></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><a href="http://proof/2014/08/tropes-vs-anita-sarkeesian-passing-anti-feminist-nonsense-critique">proof/2014/08/tropes-vs-anita-sarkeesian-passing-anti-feminist-nonsense-critique</a></p> <ul style="list-style-type: none"> <li>➤ Torin Monahan. "Dreams of Control at a Distance: Gender, Surveillance and Social Control." <i>Cultural Studies/Critical Methodologies</i>, April 2009, 9(2): 286-305.</li> <li>➤ Christina Dunbar-Hester. "Beyond 'Dudecore'? Challenging Gendered and 'Raced' Technologies Through Media Activism." <i>Journal of Broadcasting &amp; Electronic Media</i> 54(1), 2010, pp. 121-135.</li> <li>➤ Lisa Nakamura. "Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet." <i>Works and Days: Essays in the Socio-Historical Dimensions of Literature and the Arts</i> 13(1-2) (Spring-Fall 1995): 181-193. <a href="http://www.humanities.uci.edu/mposter/syllabi/readings/nakamura.html">http://www.humanities.uci.edu/mposter/syllabi/readings/nakamura.html</a></li> </ul> <p><b>Reflection 4: Due 10/10 - 10:00 PM (Canvas)</b></p>
8	10/11 Class	Discussion of Digital Nation
8	10/13 Online	<p><b>Gender, Technology, and Fan Culture</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Kristina Busse, "Fandom and Feminism: Gender and the Politics of Fan Production." <i>Cinema Journal Studies</i>, No. 4, Summer 2009: 104-107.</li> <li>➤ Francesca Coppa, "A Fannish Taxonomy of Hotness," <i>Cinema Journal Studies</i>, No. 4, Summer 2009: 107-113.</li> <li>➤ Karen Hellekson, "A Fannish Field of Value: Online Fan Gift Culture," <i>Cinema Journal Studies</i>, No. 4, Summer 2009: 113-118.</li> <li>➤ Abigail de Kosnik, "Should Fan Fiction be Free?" <i>Cinema Journal Studies</i>, No. 4, Summer 2009: 118-124.</li> <li>➤ Julie Levin Russo, "User Penetrated Content: Fan Video in the Age of Convergence," <i>Cinema Journal Studies</i>, No. 4, Summer 2009: 124-130.</li> <li>➤ Alexis Lothian, "Living in a Den of Thieves: Fan Video and Digital Challenges to Ownership," <i>Cinema Journal Studies</i>, No. 4, Summer 2009: 124-136.</li> </ul> <p><b>Reflection 5: Due 10/17 - 10:00 PM (Canvas)</b></p>
9	10/18 Class	<p>Discussion of Gender, Technology, and Fan Culture</p> <p><b>Due: Article Review (uploaded to Canvas and submitted in class as hard copy)</b></p>
9	10/20 Online	<p><b>Social Media</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Bennett, Shea (2012, May 29). "Women use, and would miss, social media more than men, says study. <a href="http://www.adweek.com/socialtimes/social-media-gender-divide/464686?red=at-more-23202">http://www.adweek.com/socialtimes/social-media-gender-divide/464686?red=at-more-23202</a></li> <li>➤ Stephen Winzenburg, "In the Facebook Era, Students Tell You Everything," <i>Chronicle of Higher Education</i>, July 29, 2012</li> <li>➤ Michael Bugeja, "Facing the Facebook," <i>Chronical of Higher Education</i>, January 27, 2006. <a href="http://www.vpss.ku.edu/pdf/PSDC_Facing_the_Facebook.pdf">http://www.vpss.ku.edu/pdf/PSDC_Facing_the_Facebook.pdf</a></li> <li>➤ Bennett, Shea (2011, May 16). "The typical Twitter user is white, female and</li> </ul>



Week	Date	Topics, Readings, Assignments, Deadlines
		<p>in their early 30s.” <a href="http://www.adweek.com/socialtimes/social-media-demographics/450334?red=at">http://www.adweek.com/socialtimes/social-media-demographics/450334?red=at</a></p> <ul style="list-style-type: none"> <li>➤ E.J. Westlake, “Friend me if you Facebook: Generation Y and Performative Surveillance, <i>The Drama Review</i>, vol. 52 no. 4, Winter 2008: 21-40</li> <li>➤ O’Neill Megan (2011, Jul 1). “How much do Facebook &amp; YouTube profit from user generated content? <i>Social Times</i>: <a href="http://www.adweek.com/socialtimes/user-generated-content-infographic/69916?red=st">http://www.adweek.com/socialtimes/user-generated-content-infographic/69916?red=st</a></li> </ul> <p><b>No reflection due this week.</b></p>
10	10/25 Class	Discussion of Social Media
10	10/27 Online	<p><b>Digital Divides</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Virginia Eubanks, <i>Digital Dead End: Fighting for Social Justice in the Information Age</i>. Cambridge, MA: MIT Press, 2011. (Chapter 1: Four Beginnings &amp; Chapter 5: Technologies of Citizenship)</li> <li>➤ Susan Davis, “Can Technology End Poverty?” <i>Harvard Business Review</i>, March 22, 2013. <a href="https://hbr.org/2013/03/can-technology-end-poverty">https://hbr.org/2013/03/can-technology-end-poverty</a></li> </ul> <p><b>Reflection 6: Due 10/31 – 10:00 PM (Canvas)</b></p>
11	11/1 Class	Discussion of Digital Divides
11	11/3 Online	<p><b>Reproductive Technologies</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Dorothy Roberts, “Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?” <i>Signs</i> 34, 2009: 783-804.</li> <li>➤ Amrita Pande, “‘At Least I’m not Sleeping With Anyone’: Resisting the Stigma of Commercial Surrogacy in India.” <i>Eminist Studies</i> 36, no. 2 Summer 2010: 292-312</li> <li>➤ Silja Samerski, “Genetic Counseling and the Fiction of Choice: Taught Self-Determination as a New Technique of Social Engineering.” <i>Signs</i> Vol. 32, No. 4, 2009: 735-761.</li> </ul> <p><b>Reflection 7: Due 11/7 – 10:00 PM (Canvas)</b></p>
12	11/8 Class	Discussion of Reproductive Technologies – Guest Speaker Shea Putnam
12	11/10 Online	<p><b>Genetic Technologies</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Jesse Reynolds, “The New Eugenics.” <i>Z Magazine</i>, October 31, 2002. <a href="http://www.geneticsandsociety.org/article.php?id=256">http://www.geneticsandsociety.org/article.php?id=256</a></li> <li>➤ Garland Allen, “Science Misapplied: The Eugenics Age Revisited.” <i>Technology Review</i> 29, Aug/Sept 1996, pp. 23-31.</li> <li>➤ Amy Harmon, “Facing Life with a Lethal Gene,” <i>New York Times</i> March 19, 2007: <a href="http://www.nytimes.com/2007/03/18/health/18huntington.html?scp=1&amp;sq=fac">http://www.nytimes.com/2007/03/18/health/18huntington.html?scp=1&amp;sq=fac</a></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<a href="#">ing life with a lethal gene&amp;st=cse&amp;_r=0</a> <b>Reflection 8: Due 11/14 – 10:00 PM (Canvas)</b>
13	11/15 Class	Discussion of Genetic Technologies
	11/17 Online	<b>Pre-Digital Media: The World as Portrayed by <i>Life Magazine</i> and <i>National Geographic</i> – Gritty Reality vs. Staging an Exotic World?</b> <b>Readings:</b> ➤ Patrick French, “Notes found in <i>LIFE</i> ’s archives lend new depths of meaning to Margaret Bourke-White’s photos of the partition of India and Pakistan.” <a href="http://time.com/4421746/margaret-bourke-white-great-migration/">http://time.com/4421746/margaret-bourke-white-great-migration/</a> - Make sure you look at the 22 photos in the gallery that accompanies the article. ➤ Lutz & Collins, “A World Brightly Different: Photographic Conventions 1950-1986” from <i>Reading National Geographic</i> , PP. 87-117. (Handout) <b>Reflection 9: Due 11/21 – 10:00 PM (Canvas)</b>
	11/22 Class	Discussion of Media readings
13	11/24 Online	<b>Full Participation – Women Hold Up Half the Sky</b> <b>Watch and Read:</b> Explore (in depth) the website: <a href="#">The Full Participation Project</a> <b>Read:</b> Adichie, <i>We Should All Be Feminists</i> <b>Take notes and bring them to class on Tuesday 11/29</b>
14	11/29 Class	Discussion of Full Participation. Bring notes to class for discussion. <b>Due: Project Paper – <i>The Gender of Things</i>.</b> To be submitted on Canvas and as hard copy at the beginning of class.
14	12/1 Online	<b>Technology and Social Justice</b> <b>Watch:</b> ➤ We Are All Cyborgs Now, <a href="http://www.ted.com/talks/amber_case_we_are_all_cyborgs_now?language=en">http://www.ted.com/talks/amber_case_we_are_all_cyborgs_now?language=en</a> <b>Readings:</b> ➤ Jesse Daniels. “Rethinking Cyberfeminism(s): Race, Gender, and Embodiment.” <i>Women’s Studies Quarterly</i> 37(1-2) (Spring/Summer 2009): 101-124. ➤ Donna Haraway. “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century,” in <i>Simians, Cyborgs, and Women: The Reinvention of Nature</i> . New York: Routledge, 1991: 149-181. (Handout) ➤ Frances Chen, “Language linked to gender inequality, research suggests.” <i>The Brown Daily Herald</i> , October 27, 2014. <a href="http://www.browndailyherald.com/2014/10/27/language-linked-gender-inequality-research-suggests/">http://www.browndailyherald.com/2014/10/27/language-linked-gender-inequality-research-suggests/</a> <b>Reflection 10: Due 12/5 – 10:00 PM (Canvas)</b>
15	12/6 Class	Discuss Technology and Social Justice.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Final Exam		Friday 12/16 12:15-2:30 PM Gender of Things Presentations