

Sexing Science, Gendering Technology: Rethinking Sex and Gender in Science, Technology and Medicine

ARHM 3100 - Topics in Values and Science

Spring 2015

Professor Contact Information

Name: Matthew J. Brown

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Office: Jonsson 4.120

Office Hours: Wednesdays, 5:30-7:00pm

Course Description

This course will focus on the relation that sex, gender, and sexuality have to medicine, science, and technology. This includes topics such as biological, psychological, and social scientific research on gender, problems of sexism and androcentrism in scientific and technology products and cultures, and the value of diversity and inclusion in science and engineering fields. The course will include special lectures by experts in the field as part of the Center for Values in Medicine, Science, and Technology lecture series.

Required Readings

- Lise Eliot, [Pink Brain, Blue Brain](#)
- Jill Lepore, [The Secret History of Wonder Woman](#)
- Sarah Richardson, [Sex Itself: The Search for Male and Female in the Human Genome](#)
- Other readings distributed electronically

Course Calendar

Wednesday, Jan 14 Introductory Meeting in MC 2.410

Thursday, Jan 29 Lise Eliot

Read: *Pink Brain, Blue Brain*

Post discussion questions 24 hours in advance, post answers by 4pm

Attend Lecture: *Sex, Brain and Culture: The Science and Pseudoscience of Gender Difference*, 7:30pm in JO 2.604 (arrive 30 minutes before the lecture)

Thursday, Feb 5 Post reflections on Eliot lecture

Wednesday, Feb 11 Anita Sarkeesian

Watch: *Tropes vs. Women in Video Games*

Post discussion questions 24 hours in advance, post answers by 4pm

Attend Lecture: *Tropes vs. Women in Video Games*, 7:30pm in ATC 1.102 (arrive 30 minutes before the lecture)

Wednesday, Feb 18 Post reflections on Sarkeesian lecture

Wednesday, Mar 11 Carla Fehr

Read Articles by Fehr posted on eLearning

Post discussion questions 24 hours in advance, post answers by 4pm

Attend Lecture: *Overcoming Ignorance About Excellence: Improving the Representation of Women in Science and Engineering*, 7:30pm in JO 2.604 (arrive 30 minutes before the lecture)

Wednesday, Mar 18 Post reflections on Fehr lecture

Wednesday, Mar 25 Matthew J. Brown

Read: Jill Lepore, *Wonder Woman* + articles posted on eLearning

Post discussion questions 24 hours in advance, post answers by 4pm

Attend Lecture: *Love Slaves and Wonder Women: Values, Social Reform, and the Psychology of William Moulton Marston*, 7:30pm in JO 2.604 (arrive 30 minutes before the lecture)

Wednesday, April 1 Post reflections on Brown lecture

Thursday, Apr 9 Sarah Richardson

Read: *Sex Itself* + Richardson et al., "Don't Blame Mothers" (posted on eLearning)

Post discussion questions 24 hours in advance, post answers by 4pm

Attend Lecture: *Gender and Science at the Interface of Mother and Fetus*, 7:30pm in JSOM 1.118 (arrive 30 minutes before the lecture)

Thursday, Apr 16 Post reflections on Richardson lecture

Course Requirements

1. Attendance on all dates above is mandatory. Absences for any but dire circumstances will result in a failing grade (F) for the course.
2. Prior to each meeting except the first, students must complete the assigned reading and contribute to a preparatory online discussion.
3. One week after each lecture you must make a post reflecting on the content of the lecture.
4. Extra credit: Attend meet & greet sessions with the speakers, dates & times TBA

Grading

System

Grades will be determined on a point system. The total number of points received divided by 30 will determine your grade according to the [official grading scale from the course catalog](#).

So, for example, if you receive 75 total points for the course, $87/30=2.9$, which would be an **B**. $48 \text{ points} / 30=1.6$, which is a **C-**. And so on.

Assignments

Points for different assignment types as follows:

Discussion questions (2 per topic, 40 points max)

- Excellent (+) - 4 points
- Adequate (✓) - 2 point
- Inadequate (-) - 1 points (if effort is made)

Responses to questions (4 per topic, 40 points max)

- Excellent (+) - 2 points (will have to be truly exceptional)
- Adequate (✓) - 1 point
- Inadequate (-) - 0

Reflection posts (1 per topic, 60 points max)

- Excellent (+) - 12 points
- Adequate (✓) - 8 point
- Inadequate (-) - 3 points (if effort is made)

Extra credit opportunities (15 point max)

- Continuing the conversation - insightful posts to questions or reflections that continue the conversation beyond the required responses - 1 point per.
- Meet & greet sessions - 5 points per.

Standards

Excellent work that demonstrates clear mastery of the material, displays analytic, synthetic, and evaluative engagement with it at a high level, and reflective and creative consideration of the larger issues.

Adequate work indicates comprehension of the material and some engagement with the larger issues.

Inadequate work that in some important respects shows a lack of comprehension of the material or lack of engagement with the larger issues it is about.

Course Policies

Safe Space

In this course, we will be discussing difficult and sometimes personal topics. Our discussions will be governed by two key rules:

1. **Try your best** to speak respectfully, tactfully, and not to attack fellow students or anyone else. Criticism should apply to texts and ideas, not to persons or groups.
2. **Be generous with others' honest mistakes.** We all make them occasionally. Assume that all contributions are made in good faith, and do your best to gently suggest ways of improvement.

Contacting the Instructor

Before you contact me, I suggest checking the syllabus, course website, and all handouts to see if the answer to your question is there. You can contact me via email, see me in office hours, or [make an appointment](#) for issues not covered in those materials.

Late Work

No late work will be allowed without consent of the professor *prior to* the due date, except in situations where University policy requires it. All assignments must be completed in satisfactory manner in order to receive a passing grade in the course.

Other Stuff

<http://go.utdallas.edu/syllabus-policies>

A syllabus is not a suicide pact. This syllabus is subject to change in the interest of improving the quality of the course.