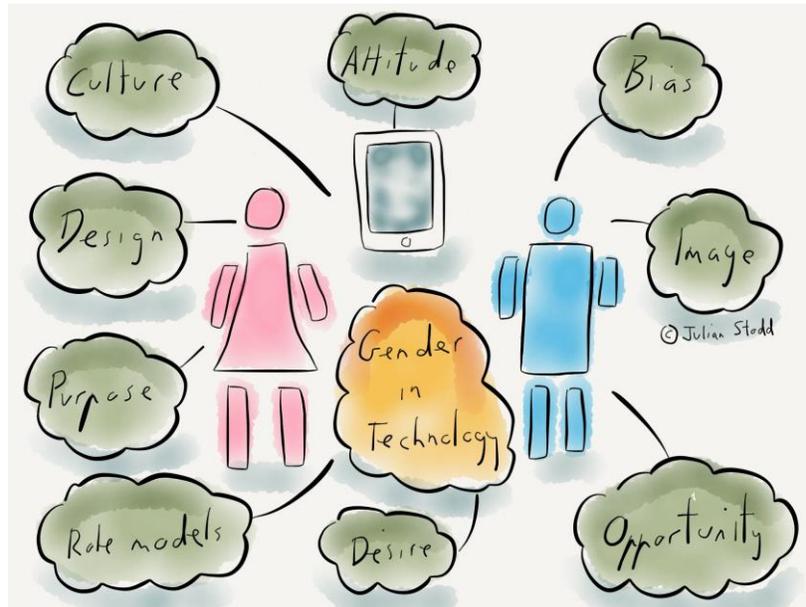# ENG 6814
GENDER, TEXTS AND TECHNOLOGY
FALL 2015, Weds 6-8:50
PSY 228B

Instructor contact information:

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PSY 269
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Office Hours: M 10-11 (Virtual); T 12-1 (F2F), or by appt.

Course description:

This graduate seminar will explore questions about relationships among sex, gender, sexuality and texts and technologies. Texts for the class are drawn from feminist theory, queer theory, science and technology studies, and studies of popular culture. Through these common readings and viewings and individual research, students will examine how science and technology both produce gender and are themselves gendered and sexualized. Our focus will be on contemporary texts and technologies but we will also explore science and technology in other historical contexts. Throughout, we will think about the intersections between gender, sexuality, race, class, ability, and other variables.

As with any graduate level course, this course is reading, writing and discussion intensive. You will be expected to come to class each week ready to actively participate in intellectually challenging discussions informed by common readings.   Where you are lacking relevant

background, I strongly encourage you to do additional reading on your own to fill in the gaps. Successful graduate study requires developing the research habits of the professoriate, namely remedying the gaps in your own learning (we all have them) by tracking down articles and books referenced in your texts that are of central historical or theoretical significance and engaging in self-study. As everyone comes to the class with slightly different areas of expertise, I also expect that you will help one another out as we proceed by sharing knowledge.

Required Texts:

The following books should be purchased through the UCF bookstore or another vendor of your choosing at your earliest convenience. Most are available at reasonable prices. Please see the course schedule for the order in which we will read them.

Balsamo, Anne. *Technologies of the Gendered Body: Reading Cyborg Women.* Durham, NC: Duke University Press, 1999.

Fausto-Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality.* New York: Basic Books, 2000.

Kafer, Alison. *Feminist, Queer, Crip.* Bloomington, IN: Indiana University Press, 2013.

Marinucci, Mimi. *Feminism is Queer: The Intimate Connection between Queer and Feminist Theory.* New York: Palgrave, 2010.

Oldenzeil, Ruth. *Making Technology Masculine: Men, Women, and Modern Machines in America, 1870-1945*. Amsterdam: Amsterdam University Press, 1999.

Stone, Allucquère Rosanne. *The War of Desire and Technology at the Close of the Mechanical Age.* Cambridge, MA: MIT Press, 2001.

Turkle, Sherry. *Alone Together: Why we Expect More from Technology and Less from Each Other*. New York: Basic Books, 2011.

Other films, videos or articles as assigned.

Course Requirements:

Assignment	Due date	Weight
Attendance and Participation	Ongoing	15%
Seminar Discussion Leader	Varied	10%
Conference Presentation	Draft to Commentator by Nov 11; Presentations Nov 18 & 25	10%

Conference Commentator	Nov 18 and 25	10%
Gendered Technology Artifact	On or before December 2	15%
Final Paper or Project	Dec 7	25%
Final Exam	Dec 13	15%

Attendance and Participation: Regular attendance is mandatory in a graduate seminar. You can neither learn nor contribute to the learning of others if you are not present and you will lose marks for absences as well as for late arrivals and early departures. I will not be lecturing and thus the success of this seminar depends on an ongoing intellectual conversation between all participants. Participation includes making thoughtful contributions to the class that demonstrate careful reading of assigned materials, attentive listening to the contributions of others and respectful engagement with your peers. It may also include bringing material artifacts and illustrations to share with the class as requested.

Seminar Discussion Leader: Each student is responsible for leading the discussion on one of our required texts. Responsibilities will include researching the author's scholarly background and reading reviews of the text under consideration, in addition to exceptionally careful reading of that text that enables you to be familiar with both its details and how those details fit into the bigger picture (i.e. the text's overall themes and central ideas). Be prepared to talk about what you found most provocative about the book and how it connects to other texts we have read/ideas and arguments we have encountered. You should also prepare questions for the group's consideration that will encourage everyone's participation.

Conference Presentation: We will have a mini-conference prior to Thanksgiving in order to give you the experience of presenting your research orally and providing you with feedback on that research. You should prepare for a 15 minute oral presentation of your work on the conference day, including the preparation of any handouts or audio-visual materials you might elect to use. This presentation will be based on your working draft of your final paper or project. You should make your rough draft available to the class on the course website the week prior to our conference. This is so your instructor and your designated commentator (see below) will have time to prepare their formal feedback.

Conference Commentator: As a designated commentator you will be responsible for preparing a 2-3 page (typed, double spaced) response to the conference paper assigned to you to read and following the conference presentation with a 5-7 minute response to the presentation. Both your written and oral response should provide *constructive* criticism of your classmate's work. A constructive critic is one who has carefully read all relevant materials, made an effort to provide a sympathetic interpretation of the paper under discussion, articulated agreements and disagreements in ways that are respectful and provided positive suggestions for further development and/or refinement of ideas and arguments. Your written response should comment on both the style and substance of the paper. Oral commentary should focus on its substantive content.

Gendered Technology Artifact: Each student will design, produce, create, modify, or otherwise bring into being an artifact that makes a point about relationships between gender and technology. This could be a video or audio presentation, a visual text, a story, a toy, a movie, a game, a webpage, or something else. The object must involve new media tools, connect in some way to class readings and discussions, demonstrate relationships among gender, texts, and technology; and be thought-provoking. You will share these artifacts as they are produced over the semester and/or during the final class session.

Final Paper or Project: Your final paper, due on the last day of classes, should develop an extended argument addressing a question arising from the materials discussed in the course. The paper should be 4500-6000 words long, accompanied by a 150-200 word abstract, and written in MLA style. Other kinds of projects involving textual and technological innovations may be substituted for a traditional essay, but please discuss these alternatives with me far ahead of time to ensure their viability in terms of research significance. Both papers and projects must include a list of at least 15 sources (referenced in MLA style) used in writing your paper or creating your project. The final paper or project will be evaluated in part on its own merits, but also, in part, on your responsiveness to feedback received on your conference presentation.

Final Exam: This will be a take-home exam asking you to synthesize and apply your learning from the semester. You will have a week in which to complete it.

Grading Policies:

I use a plus/minus scale for grading as follows:

A Exceptional: sophisticated, insightful, engaging, memorable and professional in both content and style	93% or better	C Average: meets but does not exceed basic expectations and competencies	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B Very good: Above average in most categories but less than excellent in one or more categories	83-86%	D Below average, fails to meet one or more major grading criteria	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F Fails to meet several grading criteria and/or violates academic integrity policy	Less than 60%

If you have questions about an assignment grade, please wait 24 hours after reviewing my comments before e-mailing me your concerns via Webcourses email.

Attendance Policy: See course requirements above.

Academic Civility: In this course, you will encounter complicated issues related to sex, gender, sexuality, race, class, ability and other sites of difference among us. I expect all participants to be mature and respectful when addressing these and other issues. This means you should refrain from using sexist, homophobic, racist, classist or ablist language. Some will be more attuned to the nuances of avoiding such language than others; where you are uncertain, please be willing to ask and/or accept instruction without being defensive.

Academic Integrity: I have a zero tolerance plagiarism policy. Plagiarism occurs when someone else does your work for you or gives you test answers, etc. Plagiarism occurs when you quote or paraphrase someone else's words or borrow their ideas and fail to cite your source. It is a form of cheating because this failure (whether intentional or unintentional) represents someone else's work as your own. It is an infraction of the student code of conduct and will result in a referral to the Office of Student conduct and an automatic "F" on that assignment. If the circumstance is egregious, you will receive an "F" in the course. If you have questions regarding when or how to cite something, please consult the MLA style guide.

Disability accommodations: Your well-being and success in this course are important to me. Disabled students are strongly encouraged to speak with me concerning their anticipated needs at the start of the semester and to avail themselves of the services provided by the Student Accessibility Services office, including the provision of note-takers, extra time for assignments, transcribers, and sign-language interpreters. The Accessibility Services Office is located in Ferrell Commons 185 or visit their website at http://sas.sdes.ucf.edu/. In addition you can call them at 407-823-2371. Please note that eligibility for these services requires registration with the SAS office as someone with a disability as defined by applicable federal and state laws and documented by an appropriate health care provider or professional.

Incomplete Grades: I will only assign these in case of documented medical emergencies

Late Submissions: Late submissions will not be given full credit unless you have an excuse recognized by UCF policy, e.g. hospitalization, death or life-threatening illness of a family member, or other documented medical excuse. Other legitimate reasons for absence (e.g. religious holidays, UCF related travel) are not excuses for late submissions; work should be turned in early when you know you will be absent on the deadline. Please also note that a broken computer, or the inability to retrieve, produce, or submit assignments from a computer will not be accepted as a valid excuse for submitting an assignment late. Back up your work and avoid procrastination in order to meet deadlines.

Course Schedule:

DATE	TOPIC	READING	ASSIGNMENT
Aug 26th	Course Intro	Syllabus	
CRASH COURSE IN FEMINIST THEORY AND QUEER THEORY			
Sept 2nd	Theories of Sex and Sexuality	Marinucci, *Feminism is Queer* I & II	
Sept 9th	Theories of Gender	Marinucci, *Feminism is Queer* III & IV	Sign up for Discussion Leader
GENDER AS TEXTUAL AND TECHNOLOGICAL			
Sept 16th	Gendering the Body: Everyday Texts & Technologies	Balsamo, *Technologies of the Gendered Body*	Discussion Leaders TBD
Sept 23rd	Sexing the Body: Biological Texts & Medical Technologies	Fausto-Sterling, *Sexing the Body*	Discussion Leaders TBD
Sept 30th	Depoliticizing the Disabled Body: Texts & Technologies of Normalization	Kafer, *Feminist, Queer, Crip*	Discussion Leaders TBD
Oct 7th	Midterm Interlude: Questions, Comments, Illustrations	No new reading	Illustrations of themes as assigned
TEXTS AND TECHNOLOGIES AS GENDERED			
Oct 14th	Technology & Desire in the Digital Age	Stone, *War of Desire and Technology*	Discussion Leaders TBD
Oct 21st	The Masculinization of Technology	Oldenziel, *Making Technology Masculine*	Discussion Leaders TBD
Oct 28th	The Feminization of Technology	View: *Smart House, Her, Ex Machina*	Discussion Leaders TBD
Nov 4th	Degendered Technology? Reading Between the Lines	Turkle, *Alone Together*	Discussion Leaders TBD
Nov 11th	No class: Veteran's Day		Post Draft Essay to Webcourses
STUDENT CONFERENCE			
Nov 18th	Student Conference	Peer drafts	Presentations & Commentaries
Nov 25th	Student Conference continued	Peer drafts	Presentations & Commentaries
FINAL REFLECTIONS, PAPERS, PROJECTS AND EXAM			
Dec 2nd	Wrapping Up: Syntheses and Feedback	No new reading	Gendered artifact due if not already presented
Dec 7th	End of semester		Final Paper or Project due
Dec 13th	Final exam week		Take home exam due