

# **SOC 4950: Gender & Technology**

WMU Department of Sociology, Fall 2022

**Instructor:** Professor Kate Tierney (*pronouns:* She/her/hers; *Title:* Dr., Professor, Prof.)

## **Course Description**

Technology – how did we live without it? We often view technology as having a positive and useful effect on our daily lives. However, there is more to technology than meets the eye. While technological advances have extended life expectancy and created the ability to access knowledge with the touch of a button, technology has other effects on the social world. In this class, we will explore how technology is developed (and for whom) and the impacts it has on society. This course will focus specifically on how technology has impacted and been impacted by gender using a sociological and feminist perspective. By the end of the semester, you should expect to have developed an understanding of the importance of technology from a sociological and feminist perspective (rather than in individual or psychological perspective). In addition, throughout the semester, we will develop reading, writing, and analytical skills, including the application of sociological concepts to the real-world.

## **Course Goals & Learning Objectives**

### **Sociological Thinking & Content**

1. You will be able to describe the sociological perspective and feminism and how each applies to the study of technology
2. You will be able to describe how technologies including the internet, video games, household appliances, medical technology, and reproductive technology are linked to social context and can reinforce or ameliorate gender inequality

### **Critical Thinking & Application**

3. You will be able to evaluate how new technologies might be impacted by and impact gender equity
4. You will be able to evaluate and use evidence to critically assess your own assumptions about the form, importance, and role of technology in the social world

### **Specific Skills**

5. You will be able to conduct and write up a literature review
6. You will be able to read and summarize empirical journal articles
7. You will be able to participate in class in one or more meaningful capacities

**Course Prerequisites:** SOC 2000 with a minimum grade of a D

**Course Texts:** There are no required texts for this course. All the readings are available online and are listed below.

**Code of Honor:** The University Code of Honor will be in effect through all exams and written assignments. Please read carefully the provisions of Code of Honor, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding the Code. You may also find <https://wmich.edu/conduct> to be a helpful resource.

Please be aware, if I or our TA suspects academic dishonesty in our course, including but not limited to cheating, fabrication, falsification, forgery, unapproved multiple submission, plagiarism, complicity with academic dishonesty, computer misuse, or any other similar activities, I will report the suspected issue to the Office of Student Conduct. This is my responsibility as a member of the faculty, and it is important to ensure the academic integrity of our community. I encourage you to reach out and ask for help from me or our TA if you are struggling with these issues *before* a paper or assignment is due so we can assist you.

You can find out more about the academic honesty process here: <https://wmich.edu/conduct/honesty/faq>. You can learn more about reportable issues and the expectations of you as students here: <https://wmich.edu/conduct/expectations-students>. It is your responsibility to inform yourself of the rules and regulations laid out in the WMU Code of Honor and to ask questions if needed.

## **Class Policies & Procedures**

### **Instructional Procedure**

In this course, lectures will be kept to a minimum! Research has shown that classic script-based lectures are not a great way to encourage learning. While, at times, short lectures may be used to make specific points or to highlight important information, they will not be the primary vehicle for learning in this class. Instead, we will spend much of our time in class discussing material in groups and engaging in class activities related to the course material.

### **WMU COVID-19 Policies**

Due to the ongoing COVID-19 Pandemic, there may be times when masking or other safety requirements may be introduced. All students are expected to respectfully and completely comply with any and all safety requirements per the WMU Safe return plan and official WMU communications. Noncompliance with safety requirements will be reported to the relevant offices.

### **Attendance**

We will spend a considerable amount of time in class discussing material in groups and building upon the readings with activities and mini-lectures. As a result, daily attendance and completing work before class is vital for your success.

If you are unable to regularly attend class at the scheduled time of this class (see the beginning of the syllabus) for any reason, **seek an alternative course**. Please do not schedule any appointments, trips, meetings, or other activities during our class time. If you have an emergency or will be absent from class for any reason, please let me or our TA(s) know as soon as you are able. Making up missed in-class work is solely at the discretion of the instructor. In order to protect your own wellbeing and the health of your classmates, **DO NOT** attend class if you are sick.

## **Office Hours & Contact Info**

I will hold office hours twice a week as listed above. I recognize these times may not work for everyone, so you can always email me to arrange another time to meet. I invite you to meet with me regarding class materials and assignments, but you also are welcome to ask more general questions about sociology, your college experience, or your future plans. All office hours will be held virtually via WebEx.

You can reach me by email. *Please include the course name or number in your email.* You should also always strive to use professional language and etiquette when sending emails, including appropriately addressing me as Dr. Tierney or Professor Tierney or Prof. Tierney. Email works well for simple questions I can answer quickly, and you are also welcome to talk with me immediately before and after class. For longer conversations or more involved questions, I ask that you schedule a time to meet with me. I will let you know if a question received via email requires a meeting.

One further note about email: I may not receive or have time to respond to emails sent outside of usual business hours (9AM -5 PM, M-F). So, keep this in mind when sending/expecting emails from me. I will do my best to be attentive and fast on email!

Your TA(s) will also hold office hours virtually by appointment. You are welcome to email both or either of us with questions or concerns.

## **Technology**

During class time, strive to use your phone/laptop for only class purposes. If you do not have a reliable computer and/or access to internet, please seek support from the WMU Loaner Laptop (<https://wmich.edu/library/laptops>) program, get in touch with me, or contact your academic advisor/dean of students.

## **Communications about Class**

I will use the e-Learning portal to communicate with the class about the course. In particular, keep an eye on the News section of e-Learning.

## **Class Conduct**

1. Start and end class on time.
2. We will engage respectfully with one another even if, and especially when, we disagree.
3. Raise your hand or wait to be called on in order to participate; this will help me make sure no one is dominating the conversation.
4. Try not to generalize about groups (even groups with which you identify), and do not ask another person to speak as a representative of a group.
5. Keep an open mind—enter the classroom dialogue with the expectation of learning something new. Look forward to learning about, and being challenged by, ideas, questions, and points of view that are different than your own.
6. I invite you to talk with me about any patterns in discussion that may be impeding full engagement by you or others. If this is not possible, you are encouraged to contact the sociology chair or another mentor.
7. Follow public health guidance from WMU as described here:  
<https://wmich.edu/safereturn>

*Other class conduct rules may be added as needed and agreed upon by the class*

## Course Requirements & Evaluation

### **Weekly Work (Total: 45%)**

- ***Reading Notes (25%)*** – Due by 8:05 AM every day of class via e-Learning. The purpose of these notes is to check completion of reading and to support your ability to recall what you have read for class. In addition, these notes will assist me in identifying any confusing or unclear parts of the readings. A template can be found on e-Learning. You may miss up to 2 of these reading notes without penalty. Before I will consider accepting late reading notes, you must use these 2 penalty-free missed notes. Late reading notes are accepted at the instructor's sole discretion.
- ***Class Participation (20%)*** – This class is an upper-division undergraduate course that will be primarily discussion based. As a result, class participation is a critical component of the class. In addition, research on the science of teaching and learning has shown class participation is associated with better learning outcomes and critical thinking for you as students. I believe class participation is a *skill* that can be learned by anyone. Thus, throughout the semester you will set goals for your own participation that you and me and our TA will evaluate throughout the semester. Two formal assessments of your participation will comprise your participation grade. The first assessment will be mid-semester (5% of your final grade) and the second will be at the end of the semester (15% of your final grade). While your self-assessments will inform these grades, Prof. Tierney will make the final evaluation of your participation grades. Further details describing and defining class participation and how it will be evaluated in this class can be found on e-Learning in the Start Here: Course Information Module.

### **Reflection & Self-Assessment Activities (Total 10%)**

- ***About me & self and course evaluations (2.5%)***: These periodic course and self-assessments will give you a chance to identify and share your goals and progress in the course with me as well as to provide feedback on the course and instructor. Your formal self-evaluation of your participation will be included in these midsemester and end of semester self-evaluations.
- ***Weekly Participation self-assessments (2.5%)***: These weekly participation self-assessments will serve as a timely record of your progress on your participation goals that you can use to write your formal self-evaluations of participation required at the mid and end points of this class. These will be graded based on completion. You may miss up to 1 of these without penalty.
- ***Two Written Reflections (5%)***: These early semester and end of semester reflections will give you an opportunity to record your beginning of class and end of class ideas and viewpoints in order to engage in self-evaluation of your own learning and takeaways from the course.

### **Technology and Gender Inequality Final Paper (45%):**

There is one semester-long paper project required for this course. In this paper, you will use skills developed throughout the semester to sociologically analyze the impact of a technology on gender inequality using peer-reviewed empirical research. After evaluating the impact of this

technology, you will create a version of the technology that has the opposite effect as currently observed.

In order to support your success in this paper, the paper will have milestones and due-dates throughout the semester. Each of the milestone components will be graded using a rubric that will be available on e-Learning. Below are each of the required milestones and how they contribute to your final grade

**Milestone Components (% of final paper grade)**

- Topic & Draft of Part 1 (15%)
- Annotated Bibliography (20%)
- Outline/Draft of Part 2 (7.5%)
- Outline/Draft of Part 3 (7.5%)
- Final Paper (50%)

**Summary of Grade Components:**

<i>Assignment</i>	<i>Percent of Grade</i>
Weekly Work	45%
Reflections & Evaluations	10%
Technology Research Paper	45%
<b>TOTAL</b>	<b>100%</b>

**Grading Scale:**

<i>Score</i>	<i>Letter Grade</i>
94-100	A
88-93	AB
84-87	B
77-83	CB
74-76	C
67-73	DC
64-66	D
0-63	E
*Final grades ending in 0.5 or higher will be rounded up.	

**Grading Criteria:**

Grading rubrics will be provided for written assignments and will be posted on our e-Learning site.

**Helpful WMU Resources**

**Accessibility Resources and Services:** Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with you if you have a disability that will impact the work in this course. If you have a documented disability

and wish to discuss reasonable academic accommodations, please contact me as soon as possible as accommodations are not retroactive; they begin after notification. Accommodations are facilitated by the Office of Disability Services for Students, so please reach out to their office at 269-387-2116 or at [wmich.edu/disabilityservices](http://wmich.edu/disabilityservices) for support.

**WMU Writing Center:** The Western Michigan University Writing Center is a free consultation service for all WMU students, where experienced writing consultants help writers of all levels and all abilities. Our consultants help writers to determine strategies for effective communication and to make academically responsible choices at any stage in the writing process and on assignments in any field of study. Both appointments and drop-in sessions are available. The Writing Center is located in 1343 Ellsworth Hall. To learn more information, including hours of operation, and to make an appointment, visit our website at [wmich.edu/writingcenter](http://wmich.edu/writingcenter).

**Tips and Tools from the Academic Resource Center:** The Academic Resource Center Learning Center has compiled a number of resources addressing study strategies, reading techniques, and ways to manage time. More information can be found here: <https://wmich.edu/tutoring/resources>.

**COVID-19 Related Resources:** A number of resources related to COVID-19 can be found here: <https://wmich.edu/safereturn>. And here: <https://wmich.edu/covid-19/faq>.

## Final Notes

All of us have lives, responsibilities, and experiences outside of the classroom. Sometimes these things will impact us inside the classroom. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, or is struggling with other unmet needs, is urged to contact the Dean of Students and/or WMU's Invisible Need Project (<https://wmich.edu/invisibleneed>) for support.

*You may also find more information about mental health supports from the Sindecuse Health Center here: <https://wmich.edu/healthcenter/counseling>. The Sindecuse Health Center has compiled a number of other resources you might find helpful here: <https://wmich.edu/healthcenter/counseling/resources>. If you or someone you know is in crisis, you can find resources related to mental health here: <https://wmich.edu/healthcenter/immediate>.*

If you are struggling with these or other issues that you feel might impact your course performance, please notify me if you are comfortable in doing so, and I will try to connect you with resources to help.

Note: The instructor reserves the right to make changes to the syllabus, including due dates. These changes will be announced as early as possible via e-Learning.

## Schedule & Readings

**Accessing Readings and Videos: Readings and video links can be found under “Outside Readings and Media Links” in the content page of our e-Learning site. Empirical research articles can be found via Google Scholar or the WMU Libraries (instructions on e-Learning)**

### **Module 1: Introduction to the Course & Classroom Culture and Norms**

1. 9/1: Course Details & Refresher on Sociology as a Field
  - a. Read:
    - i. Syllabus
    - ii. Online Learning Guidelines on e-Learning
  - b. Watch:
    - i. Dweck, Carol. 2014. Developing a Growth Mindset with Carol Dweck. (Linked on Content page of e-Learning under “Readings and Media Links” folder)
2. 9/6: Class Culture and Norms
  - a. Read:
    - i. Cornell University Center for Teaching Innovation. n.d.-a. “Building Community and Belonging | Center for Teaching Innovation.” Retrieved May 26, 2022 (<https://teaching.cornell.edu/teaching-resources/assessment-evaluation/inclusion-accessibility-accommodation/building-inclusive-3>).
    - ii. Cornell University Center for Teaching Innovation. n.d.-b. “Getting Started with Establishing Ground Rules | Center for Teaching Innovation.” Retrieved May 26, 2022 (<https://teaching.cornell.edu/resource/getting-started-establishing-ground-rules>).

### **Module 2: What is Gender? What is Technology? Why Study them together?**

3. 9/8: Thinking Sociologically about Gender
  - a. Read:
    - i. Zevallos, Zuleyka. 2014. “Sociology of Gender.” *The Other Sociologist*. Retrieved May 26, 2022 (<https://othersociologist.com/sociology-of-gender/>).
  - b. Watch:
    - i. Stone Williams, Paula. 2017. *I’ve Lived as a Man & a Woman -- Here’s What I Learned*. Colorado.
4. 9/13: Thinking Sociologically about Technology (and Technology and Gender)
  - a. Read:
    - a. Chapter 8: Media and Technology in Introduction to Sociology 3e (<https://openstax.org/details/books/introduction-sociology-3e>)
  - b. Perez, Caroline Criado. 2019. “The Deadly Truth about a World Built for Men – from Stab Vests to Car Crashes.” *The Guardian*, February 23.

### **Module 3: Video Games & Skills for this Class**

5. 9/15: Skills for this Class: Reading Empirical Research: Part 1
  - a. Read:
    - i. Blackburn, Greg and Erica Scharrer. 2019. "Video Game Playing and Beliefs about Masculinity Among Male and Female Emerging Adults." *Sex Roles* 80(5):310–24.
      1. Do your best with this empirical research – we will how to interpret and read these papers in-depth in class.
  - b. Watch:
    - i. Eisen, Anna. 2014. *Research 101: Credibility Is Contextual*.  
<https://www.youtube.com/watch?v=iRIHmK8drWc>
6. 9/20: Who Games, Representation in Video Games, and Why it Matters
  - a. Read:
    - i. Gestos, Meghan, Jennifer Smith-Merry, and Andrew Campbell. 2018. "Representation of Women in Video Games: A Systematic Review of Literature in Consideration of Adult Female Wellbeing." *Cyberpsychology, Behavior, and Social Networking* 21(9):535–41. doi: [10.1089/cyber.2017.0376](https://doi.org/10.1089/cyber.2017.0376).
    - ii. Faber, Tom. 2021. "'In the Game, I Knew Myself as Hannah': The Trans Gamers Finding Freedom on Roblox." *The Guardian*, April 24.
7. 9/22: Skill Building for this Class: Writing & Reading Empirical Research Part 2
  - a. Read:
    - i. Review the Writing Center website here:  
<https://wmich.edu/writingcenter>
      1. Be sure to look at the "About Us" and "For Students" Sections
    - ii. Review the materials on the WMU Microcourse and locate it on e-Learning
      1. <https://wmich.edu/library/microcourse>
    - iii. Watch the 4 videos on plagiarism here:
      1. Eckel, Edward. n.d. "WMU Research Guides: Avoiding Plagiarism: Undergraduate Level Tutorials."  
<https://libguides.wmich.edu/plagiarism/tutorials>.
  - b. We will not meet in-person during this class period – you will be assigned work to complete during class time. Check e-Learning for instructions.
8. 9/27: Sexism & Gamer Culture
  - a. Read:
    - i. Buyukozturk, Bertan. 2022. "Reproducing the Gaming Gender Hierarchy." *Symbolic Interaction* 45(1):27–49. doi: [10.1002/symb.553](https://doi.org/10.1002/symb.553).
  - b. Watch:
    - i. VICE. 2020. *What Professional Fortnite Looks Like for Women*.  
<https://www.youtube.com/watch?v=JmAqL9gQLA>



## **Module 4: Internet Interactions**

### 9. 9/29: Social Media & Social Networks

- a. Read:
  - i. Selkie, Ellen, Victoria Adkins, Ellie Masters, Anita Bajpai, and Daniel Shumer. 2020. "Transgender Adolescents' Uses of Social Media for Social Support." *Journal of Adolescent Health* 66(3):275–80. doi: [10.1016/j.jadohealth.2019.08.011](https://doi.org/10.1016/j.jadohealth.2019.08.011).
  - ii. Burns, Katelyn. 2019. "The Internet Made Trans People Visible. It Also Left Them More Vulnerable." *Vox*. Retrieved May 31, 2022 (<https://www.vox.com/identities/2019/12/27/21028342/trans-visibility-backlash-internet-2010>).

### 10. 10/4: Online Dating

- a. Read:
  - i. Berkowitz, Dana, Justine Tinkler, Alana Peck, and Lynnette Coto. 2021. "Tinder: A Game with Gendered Rules and Consequences." *Social Currents* 8(5):491–509. doi: [10.1177/23294965211019486](https://doi.org/10.1177/23294965211019486).
  - i. Sales, Nancy Jo. 2021. "Apps Promised to Revolutionize Dating. But for Women They're Mostly Terrible." *The Guardian*, May 17.
- b. Watch:
  - i. Grindr. 2018. *What Dating Apps Are Like For Trans And Gender Nonconforming People*.

## **Module 5: Research Papers & 1:1 Meetings with Prof. Tierney**

### 11. 10/6: Research Paper Skills and Meetings

- a. Read:
  - i. Research Paper Assignment & Rubrics

## **Module 6: Medical Technologies**

### 12. 10/11: Genetics and Sex

- a. Read:
  - i. Ainsworth, Claire. 2015. "Sex Redefined." *Nature* 518(7539):288–91. doi: [10.1038/518288a](https://doi.org/10.1038/518288a).
- b. Watch:
  - i. Scientific American. 2022. *How Junk Science Is Being Used Against Trans Kids*.
    - i. CW: Clips from TV shows that contain transphobia
  - ii. *The Weird History of the "Sex Chromosomes"* | Molly Webster. <https://www.youtube.com/watch?v=W2y7osVtlX8>

### 13. 10/13: Neuroscience & Neurosexism

- a. Read:
  - i. Hines, Melissa. 2020. "Neuroscience and Sex/Gender: Looking Back and Forward." *The Journal of Neuroscience* 40(1):37–43. doi: [10.1523/JNEUROSCI.0750-19.2019](https://doi.org/10.1523/JNEUROSCI.0750-19.2019).

- b. Listen (listen to the button that says 12-Minute Listen, the TedTalk is optional)
  - i. Zomorodi, Manoush, Christina Cala, and Sanaz Meshkinpour. 2020. "Lisa Mosconi: What Does Biological Sex Look Like In The Brain?" *TED Radio Hour*.
  - i. Transcript: <https://www.npr.org/transcripts/852253692>

## **Module 7: Reproductive Technology**

### 14. 10/18: Birth Control & Contraception

- a. Read:
  - i. Blum, Dani. 2022. "Despite Encouraging Research, a Male Birth Control Pill Remains Elusive." *The New York Times*, March 25.
  - ii. Brown, Sally. 2015. "They Think It's All up to the Girls': Gender, Risk and Responsibility for Contraception." *Culture, Health & Sexuality* 17(3):312–25. doi: [10.1080/13691058.2014.950983](https://doi.org/10.1080/13691058.2014.950983).
  - iii. Flaherty, Colleen. 2019. "Teaching Evils: Bias and Tenure." *Inside Higher Ed*. Retrieved May 31, 2022 (<https://www.insidehighered.com/news/2019/05/20/fighting-gender-bias-student-evaluations-teaching-and-tenures-effect-instruction>).

### 15. 10/20: University Holiday – no class

### 16. 10/25: Abortion

- a. Read:
  - i. Biggs, M. Antonia, Ushma D. Upadhyay, Charles E. McCulloch, and Diana G. Foster. 2017. "Women's Mental Health and Well-Being 5 Years After Receiving or Being Denied an Abortion: A Prospective, Longitudinal Cohort Study." *JAMA Psychiatry* 74(2):169–78. doi: [10.1001/jamapsychiatry.2016.3478](https://doi.org/10.1001/jamapsychiatry.2016.3478).
  - ii. United Nations Working Group on discrimination against women and girls. 2017. "Women's Autonomy, Equality and Reproductive Health in International Human Rights: Between Recognition, Backlash and Regressive Trends."

### 17. 10/27: Assisted Reproductive Technologies

- a. Read:
  - i. Chambers, G. M., and Bart C. J. M. Fauser. 2021. "Access to ART Treatment and Gender Equality." *Reproductive BioMedicine Online* 42(4):687–90. doi: [10.1016/j.rbmo.2021.02.011](https://doi.org/10.1016/j.rbmo.2021.02.011).
  - ii. Tavernise, Sabrina, Claire Cain Miller, Quoctrung Bui, and Robert Gebeloff. 2021. "Why American Women Everywhere Are Delaying Motherhood." *The New York Times*, June 16.

## **Module 8: Household Technology**

### 18. 11/1: Housework

- a. Read:

- i. Miller, Claire Cain. 2020. "Young Men Embrace Gender Equality, but They Still Don't Vacuum." *The New York Times*, February 11.
- ii. Thébaud, Sarah, Sabino Kornrich, and Leah Ruppanner. 2021. "Good Housekeeping, Great Expectations: Gender and Housework Norms." *Sociological Methods & Research* 50(3):1186–1214. doi: [10.1177/0049124119852395](https://doi.org/10.1177/0049124119852395).

19.11/3: Virtual Assistants

a. Read:

- i. LaFrance, Adrienne. 2016. "Why Do So Many Digital Assistants Have Feminine Names?" *The Atlantic*. Retrieved May 31, 2022 (<https://www.theatlantic.com/technology/archive/2016/03/why-do-so-many-digital-assistants-have-feminine-names/475884/>).
- ii. Ernst, Claus-Peter H., and Nils Herm-Stapelberg. 2020. "The Impact of Gender Stereotyping on the Perceived Likability of Virtual Assistants." in *Proceedings of the 53rd Hawaii International Conference on System Sciences*.
- iii. Ernst, Claus-Peter H., Nils Herm-Stapelberg, and Johannes Gutenberg-Universität Mainz. 2020. "Gender Stereotyping's Influence on the Perceived Competence of Siri and Co." in *Proceedings of the 53rd Hawaii International Conference on System Sciences*.

**Module 9: Transportation**

20.11/8: Public Transportation

a. Read:

- i. Kaufman, Sarah M., Christopher F. Polack, and Gloria A. Campbell. 2018. "The Pink Tax on Transportation." 9.
- ii. Dunckel-Graglia, Amy. 2013. "Women-Only Transportation: How 'Pink' Public Transportation Changes Public Perception of Women's Mobility." *Journal of Public Transportation* 16(2). doi: <http://doi.org/10.5038/2375-0901.16.2.5>.

21.11/10: Aviation & Flying

a. Read:

- i. Marzano-Lesnevich, Alex. 2019. "Opinion | Flying While Trans." *The New York Times*, April 17.
- ii. Transportation Security Administration. 2022. "TSA Announces Measures to Implement Gender-Neutral Screening at Its Checkpoints |." Retrieved July 26, 2022 (<https://www.tsa.gov/news/press/releases/2022/03/31/tsa-announces-measures-implement-gender-neutral-screening-its>).

**Module 10: Theory & Research Paper**

22.11/15: Theory: Social Construction & Social Construction of Technology

a. Read:

- i. Pinch, Trevor J., and Wiebe E. Bijker. 1984. "The Social Construction of Facts and Artefacts: Or How the Sociology of

Science and the Sociology of Technology Might Benefit Each Other.” *Social Studies of Science* 14(3):399–441. doi: [10.1177/030631284014003004](https://doi.org/10.1177/030631284014003004).

- b. Watch:
  - i. Philosophy Tube. 2021. *Social Constructs | Philosophy Tube*. <https://www.youtube.com/watch?v=koud7hgGyQ8>
- 23. 11/17: Theory: Feminist Theory & Technofeminism
  - a. Read:
    - i. Wajcman, Judy. 2010. “Feminist Theories of Technology.” *Cambridge Journal of Economics* 34(1):143–52. doi: [10.1093/cje/ben057](https://doi.org/10.1093/cje/ben057).
- 24. 11/22: Research Paper Working Day – Required Individual Meetings with Instructor
- 25. 11/24: No Class, University Holiday

### **Module 11: Gender and Science Careers**

- 26. 11/29: Tech Start ups
  - a. Read:
    - i. Benner, Katie. 2017. “Women in Tech Speak Frankly on Culture of Harassment.” *The New York Times*, June 30.
    - ii. Francis, Paige. 2022. “2022: The Year We Fix The Gender Gap In Tech Startup Funding.” *Forbes*. Retrieved August 1, 2022 (<https://www.forbes.com/sites/paigefrancis/2022/01/16/2022-the-year-we-fix-the-gender-gap-in-tech-startup-funding/>).
- 27. 12/1: STEM Education and Careers
  - a. Read
    - i. Walton-Case, William. 2019. “WMU Faculty Members Share Thoughts, Experiences on Women in Science after Being Recognized as ‘Notable Women in STEM.’” *Western Herald*.
    - ii. Blackburn, Heidi. 2017. “The Status of Women in STEM in Higher Education: A Review of the Literature 2007–2017.” *Science & Technology Libraries* 36(3):235–73. doi: [10.1080/0194262X.2017.1371658](https://doi.org/10.1080/0194262X.2017.1371658).
  - b. Watch:
    - i. As/Is. 2019. *Female Engineers Share Experiences In A Male-Dominated Field*.
    - ii. Optional: Collab Lab. 2017. *Halfway | A Short Film about Women in STEM*.

### **Module 12: Intersectionality, Future, and Class Wrap Up**

- 28. 12/6: Intersectionality and Technology
  - a. Read:
    - a. Everyone will be assigned 1 of the following articles to read – check e-Learning and be sure to watch the video linked below.
      - i. Hwang, Wei-chin. 2013. “Who Are People Willing to Date? Ethnic and Gender Patterns in Online Dating.” *Race and*

*Social Problems* 5(1):28–40. doi: [10.1007/s12552-012-9082-6](https://doi.org/10.1007/s12552-012-9082-6).

- ii. Williams, Dmitri, Nicole Martins, Mia Consalvo, and James D. Ivory. 2009. "The Virtual Census: Representations of Gender, Race and Age in Video Games." *New Media & Society* 11(5):815–34. doi: [10.1177/1461444809105354](https://doi.org/10.1177/1461444809105354).
- iii. Eaton, Asia A., Jessica F. Saunders, Ryan K. Jacobson, and West Keon. 2020. "How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates." *Sex Roles* 82(3–4):127–41. doi: [10.1007/s11199-019-01052-w](https://doi.org/10.1007/s11199-019-01052-w).

b. Watch (Everyone):

- i. NMAAHC. 2017. *#APeoplesJourney: African American Women and the Struggle for Equality*

29. 12/8: Future of Technology & Course Wrap Up

a. Read:

- i. World Economic Forum. 2020. "Future Shocks: 17 Technology Predictions for 2025." *World Economic Forum*. Retrieved August 1, 2022 (<https://www.weforum.org/agenda/2020/06/17-predictions-for-our-world-in-2025/>).

b. Be ready to tell the class about the future of your proposed technology as well!

**Final Exam:** Your final papers will be due December 13<sup>th</sup> at 4:45 PM (the end of our scheduled exam period)

## Due Date Summary

*Unless otherwise specified, items are due at the beginning of class on the day due.*

*Dates subject to change – e-Learning will be the "official" due date*

<b>Item</b>	<b>Date Due</b>
About me & first self-evaluation	9/8
Reflection 1	9/13
Paper Milestone 1: Topic and Outline of Part 1	10/13
Mid-semester self and course evaluations & participation reflections	10/18
Paper Milestone 2: Annotated Bibliography	11/1
Paper Milestone 3: Outline of Part 2	11/10
Paper Milestone 4: Outline of Part 3	11/29
Reflection 2	12/6
End of Semester Self-Evaluation & participation reflection	12/8
Final Paper	<b>Due at the end of our final exam period: December 13<sup>th</sup> at 4:45 PM</b>

## Recurring work

Reading Notes	Due Every Tuesday and Thursday we have class @ 8:05 AM
Participation Self-Assessment	Due by Tuesday at 8:05 AM for the prior week's participation.