

Comparative Studies 535
Science and Gender
Dr. Nancy Jesser
email: jesser.2@osu.edu
UH 151 MW 9:30-11:18

Please contact me through email, if you need to contact me urgently. You may also leave a message at the Comp. Studies office at 292-2559. I check my office phone messages weekly.

Office: 410 Mendenhall

OFFICE HOURS: After class and Wednesdays 11:40, also by appointment. -1pm

TEXT On Order at SBX

The Gender of Science, Janet A. Kourany. Prentice Hall. 2002.) (Check out Amazon and alibris, as well for used/cheap copies)

TEXTS On Reserve

- *Wild Science: Reading Feminism, Medicine and the Media*. Ed. Marchessault and Sawchuk, Routledge, 2000 (WS)
- *Women, Science and Technology*, Wyer, et al. Routledge. 2001 (WST).
- *Talking Visions: Multicultural Feminism in Ttransnational Age* / edited by Ella Shohat ; foreword by Marcia Tucker. New York, N.Y.: New Museum of Contemporary Art, Cambridge, MIT Press, 1998. (TV)
- *Outrageous Practices: the alarming truth about how medicine mistreats women*, Leslie Laurence and Beth Weinhouse, New York : Fawcett Columbine, 1994.

Additional Copies of ARTICLES On Reserve

- "Cutting Through the Obfuscation: Female Genital Surgeries in Neoimperial Culture," Isabelle R. Gunning, from TV.
- "Reflections on A Yellow Eye: Asian I(\Eye/)Cons and Cosmetic Surgery," Kathleen Zane, from TV
- "'It's All in Your Head' Misunderstanding Women's Complaints." from *Outrageous Practices*
- "Anxious Slippages Between "Us" and "Them" A Brief History of the Scientific Search for Homosexual Bodies," in DB
- "Nymphomania: the Historical Construction of Female Sexuality," Carol Groneman in DB

TEXTS On-Line

Deviant Bodies, ed. Jennifer Terry and Jacqueline Urla. Bloomington: Indiana UP, 1995 (DB). Also available On-Line. Search on Oscar, click on Title for instructions on checking the book out of the Virtual Library. Don't wait til the last minute to figure this out!

COURSE OBJECTIVES

We will analyze the discourse of science (popular and professional) through various deployments of scientific knowledge, power, and authority over the gendered body and the social body. Over the ten weeks of the course we will read explore the history of women in Western science, read feminist critiques of western scientific philosophy and practice from a global perspective, and finally we will investigate the effects of science and technology on the human experience of sexuality and gender. Each student will research their own relevant topic and present to the class. My background is in American Studies and medicine, which is reflected in my choice of readings. Various student perspectives will give add to our depth and give us a broader view of things. Therefore, we will have significant time for each of us to

LATE ASSIGNMENTS: Late assignments will lose 1/2 grade for the first day and 1/2 grade for every two days after that.

PARTICIPATION

There will be discussions about Science and its relation to Sexuality, Race, Gender, Religion and socioeconomic status. Some readings are difficult and may make you uncomfortable. Some include sexually explicit materials. Things said in class may make you uncomfortable. I hope you will come to me if you are upset with something in the readings or something said in class, by me or by a student. Be respectful of the various perspectives of other students.

The class will spend a substantial amount of time discussing the readings and topics as a class. Since the material is about our selves and raced, gendered, internal and external bodies, our beliefs and values, the issues will touch us all very close to "home." This goes for me as well. Spend some time each week reflecting on discussions, how the class affects us emotionally, physically, and intellectually. Such reflections are often a good place to *start* your weekly writing assignment.

The readings are difficult and sometimes controversial and/or disturbing; class discussions will help you to formulate and clarify your thoughts on the readings and to understand the positions others take. The issues of difference and diversity we discuss will be particularly and personally important to you and others in the class. Some issues may touch some people more closely than others. Be aware but not silent.

Class discussions are an opportunity to explore theory's relevance to personal and intellectual experiences. It is likely that you will be offended by something said or read in this classroom. These feelings need to be brought into the discussion--opened to respectful questioning and disagreement. If you do not feel you can bring them up, I encourage you make an appointment to discuss them with me.

FINAL GRADES

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| Participation (attendance/contribution-10%, in-class writings-10%) | 20% |
| Research Presentation | 10% |
| Weekly Writings | 40% |
| Final Project | 30% |

PLEASE TALK TO ME NOW IF YOU HAVE ANY QUESTIONS ABOUT COURSE REQUIREMENTS OR MY EXPECTATIONS.

Reading and Discussion Schedule

(all readings are to be finished for the class indicated)

Who Does Science and How?

Week One

April 1: Feminist Pedagogy: Knowledge, Power, Authority, Learning and Grading
bell hooks: excerpts from "Toward a Radical Feminist Pedagogy" and "Letter to A Graduate Student" (handouts)

April 3: "Women in the Origins of Modern Science" Londa Schiebinger and "Patriarchy, Scientists, and Nuclear Warriors" Brian Easlea in GS.

May 8: "Nymphomania: the Historical Construction of Female Sexuality," Carol Groneman in *Deviant Bodies*, On-line and on reserve.

The Data of Biology

Week Seven

May 13: What made Ellen (and Anne) Gay? Feminist critique of popular and scientific beliefs, Bonnie Spanier, (WS)

Response/Discussion 3B Due in Class (Gunning and Groneman).

May 15: Anxious Slippages Between "Us" and "Them" A Brief History of the Scientific Search for Homosexual Bodies," in *DB*, On line and On Reserve

Week Eight

May 20: "Premenstrual Syndrome, Work Discipline and Anger" Emily Martin (WST)

Response/Discussion 4A Due in Class (Spanier and Terry)

May 22: Mothers Monsters and Family Values: Assisted Reproduction and the aging natural body." Angela Wall (WS).

"New Procreative Technologies." Ruth Hubbard in *GS*.

Video if possible

Project/Paper Proposals Due in Class or by email by 5 pm.

Week Nine

May 27: No Class

May 29: Projects/Movie/Fiction

Response/Discussion 4B Due in Class (Martin, Wall and Hubbard)

Week Ten

June 4: Projects/Movie/Fiction

June 6: Projects/Movie/Fiction

Projects Due June 7

