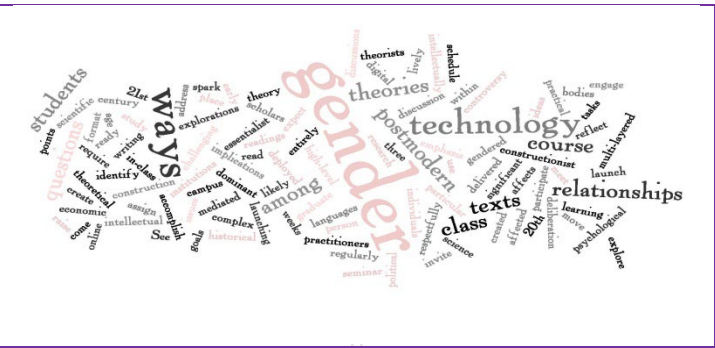


<p>Spring 2023 Gender, Texts, and Technology ENG 6814 Section OV61 Class #19481 Three credit hours W 6-8:50 p.m. (Zoom)</p>		<p>Professor: Melody Bowdon, Ph.D. mbowdon@ucf.edu 407-823-2295 Office: TCH 170E Drop-in Office Hours Mondays 3-4 p.m. And by appointment</p>
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This course is offered through the College of Arts and Humanities. Any concerns should be brought to the attention of the faculty member. If resolution cannot occur with the faculty member, contact Dr. Anastasia Salter, Program Director, at anastasia.salter@ucf.edu.

Course Description

This graduate seminar will explore questions about relationships among texts, science, technology, and gender and how they intersect with race, ethnicity, and class. Through research, students will address questions about ways in which gendered bodies are created in and through scientific language, ways in which gender affects and is affected by technology use among individuals and within institutions, ways in which dominant psychological and economic theories create and reflect gender, and ways in which 20th and 21st century gender theorists have deployed essentialist, constructionist, and postmodern theories to accomplish their political and intellectual goals. We will place particular emphasis on gender construction in the digital age. Our explorations will move from three launching points: postmodern gender theory, historical relationships between technology and gender, and theoretical and practical implications of these ideas for T&T scholars and practitioners.

Our course readings are complex and multi-layered. I will regularly assign in-class writing tasks to launch discussion. The texts we read will require significant study and deliberation and they are likely to raise issues that will spark controversy. I expect all students to come to class ready to participate respectfully in intellectually challenging and lively discussions that invite high-level learning. This course is offered in a Zoom format to ensure availability to as many interested students as possible.

Course Objectives

- Demonstrate an understanding of ways in which gender is constructed in and through texts and technologies through effective participation in class discussion and through writing assignments.
- Demonstrate comprehension and synthesis of weekly assigned readings through successful completion of weekly reading response assignments.
- Demonstrate the ability to productively support, challenge, inspire and learn from colleagues through participation in class discussion and peer review.
- Develop a core understanding of feminist theory as it relates to texts and technology as an emerging field as demonstrated by successful completion of writing assignments and the final exam.
- Demonstrate the ability to create a range of types of “arguments”—linear, nonlinear, traditional, experimental, etc., through effective weekly writing assignments and the major paper.
- Demonstrate the ability to experiment with digital tools and to create a non-textual representation of understanding of selected course concepts through completion of the gendered technology artifact assignment.

- Demonstrate specialized expertise related to specific required and supplemental texts through successfully leading a class discussion and making an in-class report.
- Demonstrate deep understanding of selected concepts from the course through creating the final project.
- Demonstrate synthesis of course concepts through successful performance on the final exam.
- Demonstrate professionalism through following assignments guidelines, including time limits for presentations, deadlines for submitting assignments, etc.

Course Materials

- Balsamo, Anne. *Technologies of the Gendered Body*.
- D'Ignazio, Catherine, and Lauren F. Klein. *Data Feminism*. ([available free online via MIT Press](#))
- Harding, Sandra. *Feminist Standpoint Theory Reader*.
- Haraway, Donna Jeanne. *Simians, Cyborgs, and Women: The Reinvention of Nature*. (Taylor and Francis ebook available through UCF library)
- Hayles, N. Katherine. *How We Became Posthuman*. (ACLS Humanities ebook available through UCF library)
- Jackson, Sarah J., Moya Bailey, Brooke Foucault Welles, and Genie Lauren. *#HashtagActivism: Networks of Race and Gender Justice*. ([available free online via MIT Press](#))
- Losh, Elizabeth and Jacqueline Wernimont. *Bodies of Information: Intersectional Feminism and Digital Humanities*. ([available free online via U Minnesota Press](#))
- Noble, Safiya Umoja. 2018. *Algorithms of Oppression: How Search Engines Reinforce Racism*. (Project Muse PDFs available through UCF library)
- Wachter-Boettcher, Sara. *Technically Wrong: Sexist Apps, Biased Algorithms, and other Threats of Toxic Tech*.

Additional readings will be provided in PDF form in Webcourses.

Course Policies

We all face challenges that can make it difficult to accomplish our goals on occasion. The policies below describe my general expectations for all students. You are in this class because you are accomplished and capable. Your success in this course matters, but not more than your mental or physical health. If you face one-time or ongoing barriers to success as defined below and in the course objectives, reach out to me as early as possible to discuss options for accommodation to minimize impacts on your learning experience and grade. I will address these concerns in an equitable manner in keeping with UCF policy.

Some of the policies below include a requirement of documentation, but some emergency circumstances may be difficult to document. Please reach out to me if you find yourself in this situation and we can work together to address your concerns.

Grading and Deadlines

- A grade of "I" (Incomplete) may be assigned when a student is unable to complete a course due to extenuating circumstances and when all requirements can be completed in a short time following the end of the term. I will assign an incomplete in this class **only** in exceptional circumstances supported by documentation.
- This course moves quickly, making it critical that you stay on track throughout the semester. Generally speaking, **I do not accept late assignments for credit**. Any changes in deadline must be negotiated in advance unless they are due to documented emergencies (medical, in most cases).
- This course syllabus and our class calendar are subject to change if unanticipated circumstances arise. If a change is needed, we will negotiate the details together, and I will post a revised syllabus on our WebCourses site.

Attendance and Engagement

- This is a graduate class with synchronous class sessions; it relies on student attendance and participation by design. Many of our activities will be difficult if not impossible to recreate in the event of absence. Please make every effort to attend every class session.
- Notify me as early as possible in advance if you intend to miss class for a religious observance so we can plan to accommodate your absence.
- Consistent participation is important. In addition to attendance, successful completion of this course requires meaningful engagement in discussion. Reach out to me if you need to discuss creative and productive alternatives to meet this requirement.
- If you represent the university in an authorized event or activity (for example, as a student-athlete) and are unable to meet a course deadline due to a conflict with that event, provide me with documentation in advance to arrange an alternative. No penalty will be applied.
- If you are deployed active-duty military and/or National Guard personnel and require accommodation, contact me as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Ethical Behavior

- I expect to have a positive and intellectually engaging class environment where students feel free to express their viewpoints and to have their experiences and perspectives respected and honored. It is my responsibility as a faculty member to ensure that outcome. I pledge to do so to the best of my ability and ask that students assist me with this effort by holding each other to high standards and alerting me to any circumstances that require my intervention.
- I expect students to refrain from making racist, ageist, sexist, classist, homophobic, transphobic or other types of comments that show disrespect for humankind in class discussions and course documents. In this course we will encounter complicated issues related to class, gender, age, race, ethnicity, and other differences among people. I expect all class members to deal maturely and respectfully with these potentially challenging issues. You are not required to *believe* or *accept* any position that we discuss on such issues. You are expected, however, to have an open mind and to critically examine and respectfully discuss relevant arguments, ideas, and evidence.
- All UCF students are expected to familiarize themselves with and follow the university's Rules of Conduct (see <https://scai.sdes.ucf.edu/student-rules-of-conduct/>). Please pay particular attention to Section 4, which prohibits harmful behaviors such as bullying, threatening, intimidation, discriminatory harassment, and invasion of privacy. I will not tolerate these behaviors in or adjacent to our course.
- As reflected in the [UCF creed](#), integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community and in this course. Plagiarism (representing someone else's work as your own, including AI tools) and cheating are serious academic offenses that contradict these values. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. See [5.015StudentAcademicBehavioralStandardsFINALSept21.pdf \(ucf.edu\)](#) for full details of the UCF policy regarding the academic misconduct review process.

Support When You're Struggling: UCF Cares

Please visit [UCFCares.com](https://ucfcares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a

counselor 24/7 at 407-823-2811, or call 911. If you are not facing an emergency situation but are not sure where to turn, contact me and I will try to help.

Accommodation of Disabilities

UCF is committed to providing access and inclusion for all persons with disabilities, and we consider the diversity of our students and other community members to be a strength that is critical to the university's educational mission. If there are aspects of the design, instruction, and/or your experience within this course that result in barriers to your participation or accurate assessment of your achievement, please notify me as soon as possible and/or contact Student Accessibility Services, Ferrell Commons 185, phone 407-823-2371, TTY/TDD only phone 407-823-2116. If you need assistance accessing any resources or course materials, I am happy to help you. You may contact SAS without notifying me if you wish; you may also speak with me without contacting SAS at all.

Contacting Me

I'm eager to connect with you if you have questions, concerns, or ideas to share about the course or program. WebCourses email is my preferred means of written communication. I'll check in there by 2 p.m. each day and will endeavor to answer all course emails within 24 hours during the work week. If you have an urgent question, you can email me at my university address, mbowdon@ucf.edu, and possibly get a faster response. When you email, please follow professional standards: provide a clear subject line (including our course name) and an appropriate greeting, and close with your full name. I will typically respond to your e-mail within 24 hours during the week, 48 hours over the weekend.

My office hours for this course will take place from 3 to 4 p.m. on Mondays unless otherwise posted. I will be available to meet with you in person in my office in TCH or to chat via Zoom. If you would like to meet with me and this schedule does not work with yours, please email me to schedule a mutually convenient alternative.

Course Assignments and Grade Distributions

Assignment	Percentage of Grade	Due Date/s
Participation in Class Discussion	10	Throughout the semester
Reading Responses	20	Weekly Throughout the Semester
Leading a Class Discussion	5	Varied
Class Presentation	15	Varied
Short Paper on History of Technology	10	March 3
Gendered Technology Artifact	10	April 19 or before
Major Paper or Project	20	Rough draft due April 3 Final draft due April 24
Final Exam	10	April 26

Note regarding grade records: the total possible number of points for the course is 1000. Assignments will be submitted and grades will be recorded in Canvas. To calculate your current grade, divide your total number of points received by the number of possible points thus far in the semester.

Grading Standards for Written Work

This is a graduate-level class with appropriately high standards. No one is perfect, but please carefully proofread every assignment before you submit it. I will grade according to how well your work meets the assignment and course requirements and how well it addresses its rhetorical situation. After receiving grades, carefully read all of my comments and wait at least a day before emailing me with questions.

- A work (90-100) demonstrates thoughtful engagement with the assignment and excels in all major aspects of it.
- B work (80-89) meets all assignment requirements and is good in most or all aspects of the assignment, even excelling in some.
- C (70-79) work adequately meets most major assignment requirements.
- D (60-69) work fails to meet multiple assignment requirements.
- F (below 60) work fails to meet all assignment requirements or is not submitted.

Assignment Descriptions

Reading Responses

During most weeks of the semester, you will submit a 200–250-word response to the assigned readings. Responses will be due on Fridays at 5 p.m. I recommend that you draft them prior to class and then refine them as needed in the subsequent two days. You are invited but not required to post your responses in WebCourses to engage with classmates. Each student gets one free “pass” week (I recommend saving this for the week when you are presenting a report). The two lowest scores for this portion of the course will be dropped.

Responses may include brief summaries, but should primarily focus on interpretation and application of ideas in the readings. Each one should contain a clear argument supported by textual evidence, but you can experiment with a wide range of approaches. You may decide to link these commentaries together using a theme or a mapping system of some kind. You may decide to address ideas from class discussions or other students’ response papers in your texts. You may decide to enact a theory from one of the readings in your paper somehow. This is a good opportunity to explore writing style options that you may want to employ in your major project. Several of our class books are on the T&T core exams list; keep that in mind as you write responses that may be helpful in that context.

Note: Some weekly assignments include articles by more than one author. In these situations you may write your response to the essays as a group or you may focus on one or more of the essays in detail. If you choose to look at only one essay or one section of a book, please situate it within its full context. Proofread before submitting and/or posting.

Leading a Class Discussion

Each student will take a leadership role in our class discussion of one book on the required texts list. Responsibilities will include developing questions in advance for the group’s consideration and generally encouraging engagement in the discussion. For some texts, more than one discussion leader may be assigned.

Class Presentation

Each student will be responsible for presenting a 20-minute report on a book not included in the required readings. This presentation should include a brief description of the book, including an overview of its critical

arguments and other details such as the organization scheme and the disciplinary placement and context. Each report should include explanations of ways in which the book intersects with, contradicts, or augments our class readings and some ideas about how the book might be useful to students in the class as they work on their research projects. Reports should also include some explanation of the significance of the text, briefly highlighting critical reception and citation patterns when appropriate. It's smart to provide some kind of handout to supplement the oral portion of your presentation. You're welcome to use PowerPoint or other presentation tools if you choose to, but it is definitely not a requirement. Several books are suggested in the supplemental handout, but you may select others with my approval. You may opt to do a video version of your presentation. Talk with me about this option in advance.

Short Paper on Technology and History

Each student will write a short paper (1000-1250 words) about the historical relationship between a technology or group of technologies and gender and/or race/ethnicity/class. There are many fascinating and surprising examples of these relationships; the written reports will be shared with the class to augment our learning experience. While each paper should be built around a cogent argument, the primary purpose will be to report information. You are welcome to create connections between/among this paper and any of the other course assignments.

Gendered Technology Artifact

Each student in the course 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 webpage, or something else. The object must make use of new media tools; connect in some way to class readings and discussions; demonstrate relationships among gender, texts, and technology; and be thought-provoking. We'll share these artifacts as they are produced over the semester and/or during the final class session.

Major Paper or Project

Each student will write one major essay over the course of the semester. The paper should be 4000-5000 words long and must make a significant argument that addresses a question arising from the materials discussed in the course. Other kinds of projects involving textual and technological innovations may be substituted for a traditional paper, but please discuss these alternatives with me far ahead of time to insure their viability in terms of research significance. Citations should be in MLA style and you must use a minimum of 15 sources in your paper or project.

Class Schedule

Week	Theme/ Topic/Reports	Readings (due by class time on Wednesday)	Events/Activities/Deadlines
One: January 11	Course Introduction	Meager: "Contemporary Feminist Theory" and Introduction by Leonard PDFs distributed via email and in WebCourses	<ul style="list-style-type: none"> • Review syllabus • Sign up for reports and discussions in WebCourses • Post introduction in WebCourses
Two: January 18	Gender, Justice, and Technology Through a Digital Lens	D'Ignazio and Klein: <i>Data Feminism</i> Available free online via MIT Press	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Three: January 25	Gender in a Postmodern World	Hayles: <i>How We Became Posthuman</i> ACLS Humanities ebook available through UCF library	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Four: February 1	Gender: Problems and Possibilities of a Digital World	Balsamo: <i>Technologies of the Gendered Body</i> Also: Sojourner Truth Project	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Five: February 8	Feminist Standpoints AND Gender, History and Technology	Harding: <i>The Feminist Standpoint Theory Reader</i> Sections 1 and 2	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Six: February 15	No class. Dr. Bowdon traveling to a conference.		Use this week to get ahead on your reading and/or to work on other class assignments.
Seven: February 22	Science and Feminism AND Gender, History and Technology	Harding: <i>The Feminist Standpoint Theory Reader</i> Sections 3 and 4	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion

Eight: March 1	Women, Technology, and Cyborgs	Haraway: <i>Simians, Cyborgs, and Women: The Reinvention of Nature</i> (Taylor and Francis ebook available through UCF library)	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion • Short paper on technology and history due March 3
Nine: March 8	Textual/Technological Constructions of Gender in History	Schiebinger: <i>Nature's Body</i> (everyone reads intro and conclusion; remaining chapters assigned to small groups) ACLS Humanities ebook available through UCF library	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Ten: March 15	Spring Break No Classes		
Eleven: March 22 Withdrawal Deadline: March 24	Constructions of Gender in Texts and Technology	Laquer and Butler PDFs available in WebCourses	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Twelve: March 29	Digital Humanities and Gender	Losh and Wernimont: <i>Bodies of Information</i> Available free online via U Minnesota Press (each student will read two sections)	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion • Post draft of major paper in peer review discussion area by April 3
Thirteen: April 5	Race, Gender, and Technology	Noble: <i>Algorithms of Oppression</i> Project Muse PDFs available through UCF library	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses discussion
Fourteen: April 12	Race, Gender, and Technology	Jackson, et al.: <i>#HashtagActivism</i> Available free online via MIT Press	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses • Peer review of major paper by April 10

Fifteen: April 19	Material Impacts of Gender and Technology	Wachter-Boettcher: <i>Technically Wrong</i>	<ul style="list-style-type: none"> • Submit reading response in WebCourses by Friday at 5 p.m. • Optional: share reading response in WebCourses • Gendered artifact due in class on Tuesday April 19 if not already presented
Sixteen: April 26	Reflecting and Synthesizing		<ul style="list-style-type: none"> • Final exam • Major paper due by Monday, April 24