ENG 6814 - GENDER IN TEXTS & TECHNOLOGY

Section: 0V61

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Fall 2024
Class Meeting Days: W
Class Meeting Time: 18:00 - 19:50
Class Meeting Location:
Modality: VL
Credit Hours: 3.00

Instructor Information

Melody Bowdon, Ph.D.
Title: Professor
Office Location: TCH 165F
Office Hours:
Tuesdays from 2 to 4 p.m. Zoom or in person--see link in Canvas for Zoom
Phone: 407-823-2168
Email: mbowdon@ucf.edu

Course Description

ENG 6814 CAH-ENG 3(3,0)Gender in Texts & Technology: PR: Graduate standing.
Relationships among text, science, technology and gender. Occasional.

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.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Demonstrate comprehension and synthesis of weekly assigned readings through successful completion of 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 and Resources
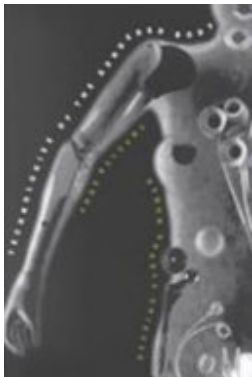
Technologies of the Gendered Body
ISBN: 9780822316985
Authors: Anne Marie Balsamo
Publisher: Duke University Press
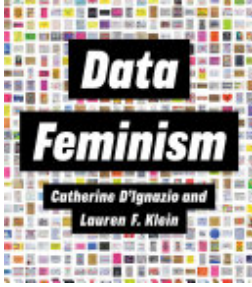**Publication Date:** 1996-01-01

Who's Afraid of Gender?
ISBN: 9780374608231
Authors: Judith Butler
Publisher: Farrar, Straus and Giroux
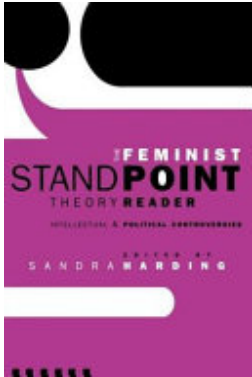**Publication Date:** 2024-03-19

Data Feminism

ISBN: 9780262547185
Authors: Catherine D'Ignazio, Lauren F. Klein
Publisher: MIT Press
Publication Date: 2023-10-03
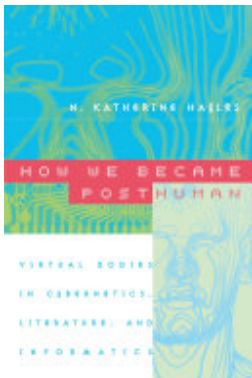**Online Access:** [Available Free Online via MIT Press](#)

The Feminist Standpoint Theory Reader
ISBN: 9780415945011
Authors: Sandra G. Harding
Publisher: Psychology Press
Publication Date: 2004-01-01

How We Became Posthuman
ISBN: 9780226321394
Authors: N. Katherine Hayles
Publisher: University of Chicago Press
Publication Date: 2008-05-15
Online Access: [(ACLS Humanities ebook available through UCF library)](#)

Bodies of Information
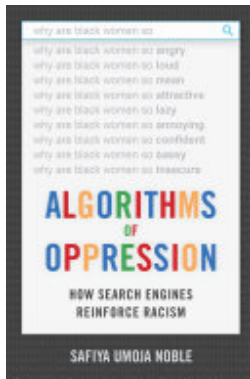**ISBN:** 9781452958590
Authors: Elizabeth Losh, Jacqueline Wernimont
Publisher: U of Minnesota Press
Publication Date: 2019-01-08
Online Access: [(available free online via U Minnesota Press)](#)

Algorithms of Oppression

ISBN: 9781479837243
Authors: Safiya Umoja Noble
Publisher: NYU Press
Publication Date: 2018-02-20
Online Access: [(Project Muse PDFs available through UCF library)](#)
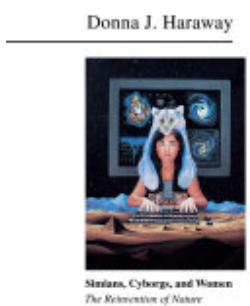
Digital Black Feminism
ISBN: 9781479808380
Authors: Catherine Knight Steele
Publisher: NYU Press
Publication Date: 2021-10-26

Recommended Course Materials

Title: Simians, Cyborgs, and Women
ISBN: 9781135964757
Authors: Donna Haraway
Publisher: Routledge
Publication Date: 2013-05-13
Online Access: [(Taylor and Francis ebook available through UCF library)](#)
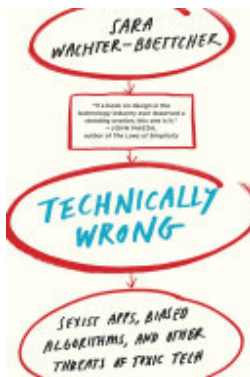
Title: #HashtagActivism
ISBN: 9780262356510
Authors: Sarah J. Jackson, Moya Bailey, Brooke Foucault Welles
Publisher: MIT Press
Publication Date: 2020-03-10

Online Access:

Title: Technically Wrong
ISBN: 9780393356045
Authors: Sara Wachter-Boettcher
Publisher: National Geographic Books
Publication Date: 2018-10-16

Course Assessment and Grading Procedure

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.

Assignment	Percentage of Grade	Due Date/s
Participation in Class Discussion	10	Throughout the semester
Reading Responses (10 will be graded)	20	Most Weeks throughout the Semester
Leading a Class Discussion	5	Varied

Class Presentation	20	Varied
Major Paper/Project	25	November 27
Gendered Technology Artifact and Presentation	10	December 4
Final Exam	10	December 6

Grading Scale

Letter Grade	Percentage
A • demonstrates thoughtful engagement with the assignment and excels in all major aspects of it.	90-100%
B meets all assignment requirements and is good in most or all aspects of the assignment, even excelling in some.	80-89%
C work adequately meets most major assignment requirements.	70-79%

Letter Grade	Percentage
D work fails to meet multiple assignment requirements.	60-69%
F work fails to meet all assignment requirements or is not submitted.	below 60%

Policies for Course Grade

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. In case of weather emergencies, etc., I will post updates and modifications ASAP, but **no assignments will be due during campus closures**.

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 or to present at an academic conference) 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.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services (SAS)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & [askanadvocate@ucf.edu](#)
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & [sas@ucf.edu](#)
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & [complianceandethics@ucf.edu](#)
- The [Ombuds Office](#) is a safe place to discuss concerns.

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Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.
  - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
  - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
  - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic
1	Course Introduction

Week	Topic
2	Frameworks for Thought (Discuss Meager and Leonard)
3	Gender, Justice, and Technology Through a Digital Lens (Discuss D'Ignazio and Klein)
4	Gender in a Postmodern World (Discuss Hayles)
5	Gender: Problems and Possibilities of a Digital World (Discuss Balsamo)
6	Gender: Problems and Possibilities of a Digital World (Discuss Kendall-handout in Canvas)
7	Feminist Standpoints (Discuss Harding)
8	Digital Black Feminism (Discuss Steele)
9	"Scientific" Constructions of Gender in History (Discuss Schiebinger--handout in Canvas)
10	Constructions of Gender and Humanness (Discuss Laqueur and Haraway--handouts in Canvas)
11	Gender in Popular Culture (Discuss Butler)
12	Race, Gender, and Technology (Discuss Noble)
13	Digital Humanities and Gender (Discuss Losh and Wernimont Parts 1-3)
14	Digital Humanities and Gender, continued (Discuss Losh and Wernimont (Parts 4-6)
15	No Class--Thanksgiving
16	Final Exam/Final Presentations