

Syllabus
PHIL 4190/WGST 4930-04/5930-03
Gender and Science
Spring 2019

Instructor: Kent Staley
Office: Adorjan 101
Phone: 977-3151
email: kent.staley@slu.edu
website: www.kentstaley.net
Office hours: R 11-12, F 1-2
other meeting times available by appointment

1 Texts

Kourany, Janet. *The Gender of Science*. Upper Saddle River, NJ: Prentice Hall, 2002. (JK)

Lederman, Muriel and Ingrid Bartsch, eds. *The Gender and Science Reader*. London and New York: Routledge, 2001. (LB)

Staley, Kent. *An Introduction to the Philosophy of Science*. Cambridge: Cambridge University Press, 2014. (KS)

Additional readings to be distributed by the instructor via the course page on Blackboard (BB).

2 Overview of the course

We will examine science, both as a body of knowledge and as a human enterprise, from historical, social scientific, and especially from philosophical perspectives. Our investigation will center on the ways in which gender concepts and gender beliefs enter into the institutions, processes, and products of scientific activity. Our aim will be to emerge well-informed about and critically reflective on the scientific enterprise as it incorporates but also transforms gender conceptions in the pursuit of knowledge.

3 Learning outcomes

Students completing this course should be able to:

1. discuss the ways in which gender has shaped scientific institutions, theories, and practices;

2. employ multiple disciplinary perspectives to critically evaluate claims about the relevance of gender to issues involving science;
3. conduct and present research on aspects of science pertaining to gender issues, in a manner that makes use of both critical and imaginative capabilities;
4. engage critically and respectfully with advocates of a range of viewpoints on gender and science issues.

4 Coursework

You will be asked to complete a variety of assignments. These assignments are meant both to promote the achievement of the course objectives and to enable the instructor to evaluate your achievement of these objectives. Brief descriptions of the assignments follow, with specifications of the course objectives most targeted by each assignment.

4.1 Discussion leadership and reflection papers

Class time will be devoted to a combination of lecture and discussion. To facilitate discussion, a team of 2 to 4 students will be designated each week to be *discussion leaders*. Discussion leaders are responsible for keeping discussion going during class meetings. Leaders may, among other things, pose questions to the rest of the class, offer interpretations of the readings under discussion, and explore connections between the readings and topics of current interest. Discussion leaders are strongly encouraged to come to class prepared with questions to raise and ideas to share.

To help prepare for this task discussion leaders are required to write reflection papers on the readings assigned for the week. These papers should be about two pages long. Reflection papers should show thoughtful engagement with the reading assignment. Mere summary of the reading is discouraged, but otherwise requirements for these papers are very open-ended. You may raise questions about the reading, pose objections to the author's argument, support the author's point with arguments of your own, explore ways in which the author's argument may be relevant to topics of current interest, or extend the discussion in the reading to take on related issues. Reflection papers are due before the beginning of the first class meeting of the week, unless otherwise indicated.

(Course objectives 1, 2, 4)

4.2 Presentation

Students will be assigned to groups to give presentations on a scientist who confronted issues of gender in some aspect of their scientific life. A varied list of

possible subjects will be provided. Groups may present on a subject not on the list with instructor approval.

(Course objectives 1, 2, 3)

4.3 Interview

This assignment will require you to make arrangements to interview a working scientist to learn about their experience with gender issues in their scientific career. The interview will serve as the basis for a report that will be shared with the class.

(Course objectives 2, 3, 4)

4.4 Philosophical research paper

You will be required to write a research paper on a philosophical topic that you will choose, subject to the approval of the instructor. A paper proposal will be required in advance. Papers that are not handed in by the deadline will have their grade reduced by 10%, and an additional 10% will be taken off for every additional day the paper is late.

(Course objectives 1, 2, 3, 4)

4.5 Research paper proposal

Successful research takes place in stages, and a crucial early stage involves the articulation of a provisional vision of the project. To encourage students to begin the process early enough to reach this stage with sufficient time remaining to realize or revise that vision, a research proposal is required about a month in advance of the final paper due date.

(Course objective 3)

4.6 Instructor meeting

To facilitate discussion and better enable the instructor to anticipate individual student interests and needs, each student will meet for twenty minutes with the instructor sometime during the first four weeks of classes. A sign up sheet will be made available for this purpose.

5 Grades

Your grade for the course will be based on the accumulation of points received on individual assignments. The total point value of each is as follows:

Instructor meeting	50
Reflection papers (3 × 50)	150
Discussion leadership (3 × 50)	150
Presentation	150
Interview report	200
Paper proposal	50
Paper	250
Total	1000

Course grades will be based on total accumulated points as follows:

940–1000	A	(4.0)
900–939	A-	(3.7)
865–899	B+	(3.3)
835–864	B	(3.0)
800–834	B-	(2.7)
765–799	C+	(2.3)
735–764	C	(2.0)
700–734	C-	(1.7)
600–699	D	(1.0)
<600	F	(0.0)

6 Attendance

I will take attendance for every class meeting after the first week. Excused absences for medical reasons, bereavement, or University athletics must be documented. Each unexcused absence beyond the first one will result in the loss of 5 points from the course total. Consequently, more than one unexcused absence may result in a lower grade.

7 Technology policy

We seek to make the most effective use of a range of available educational technologies. **In class**, technology use will emphasize the **pen, pencil, and notebook**. **No laptops, tablets, cellphones, or other online-capable devices may be used during class meetings** (except as required as part of an accommodation arranged through the student success center – see below). **Outside class**, I encourage you to explore the broad range of resources available online, some of which will be linked to through the Blackboard page for this course.

8 A word on academic honesty

I will be vigilant in enforcing a strict code of ethical academic conduct. Here is a simple rule to follow to avoid any difficulties: *If you use the work of someone else in anything you write for this class you must make it clear that you are doing so, and indicate (through footnotes, quotation marks, etc. as appropriate) whose words or ideas you are using.* Violations of this rule will be treated as plagiarism. See below for the University's statement regarding academic honesty.

9 University-requested statements

This section comprises statements from the Office of Academic Affairs regarding several topics. See the electronic version of this document (available on Blackboard) for embedded links.

9.1 Disability Services and Academic Accommodations

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the students eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructors course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

9.2 Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLUs Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. View SLU's sexual misconduct policy and [resources].

9.3 Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website [link].

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here [link].

9.4 Student success center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

10 Life is full of surprises

Sometimes the need arises to change one's approach to doing things. Learning is no exception. Consequently, the information given in this syllabus is subject to change on short notice (but not without reason). Such changes, should they arise, will be announced in class. You are responsible for keeping track of any changes in course assignments or schedule.

Schedule of Readings for Class Meetings	
Class meets on TR from 12:45 to 2:00pm in Cook Hall 234.	
week	Reading assignment
Part I: Historical, Empirical, and Personal Perspectives: 1600–the present	
1/15	Schiebinger, "Women in the Origins of Modern Science" (JK)
1/22	National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering" (online, link on BB) Harding, "Women of Third World Descent in the Sciences" (JK) Wenneras and Wold, "Nepotism and Sexism in Peer-Review" (LB)
1/29	Brainard and Carlin, "A Six-Year Longitudinal Study . . ." (LB) Keller, "The Anomaly of a Woman in Physics" (JK)
Part II: Gender and Scientific Method	
2/5	<i>An Introduction to the Philosophy of Science</i> , pp. 3–49 (KS)
2/12	Presentations
2/19	Keller, "Secrets of God, Nature, and Life" (LB) Keller, "A World of Difference" (JK)
2/26	Schiebinger, "West Indian Abortifacients and the Making of Ignorance" (BB)
3/5	<i>An Introduction to the Philosophy of Science</i> , ch. 12 (KS) NAS, "Methods and Values" (LB) Longino, <i>Science as Social Knowledge</i> , ch. 3 (BB)
3/12	No classes (Spring Break)
3/19	Okruhlik, "Gender and the Biological Sciences" (BB) Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles" (BB) Interview report due
3/26	Longino, "Subjects, Power, and Knowledge" (JK)
4/2	Anderson, "Uses of Value Judgments in Science" (BB)
4/9	Harding, "Strong Objectivity" (JK) Ladner, "Introduction to <i>Tomorrow's Tomorrow: The Black Woman</i> (JK)" Research paper proposals due
Part III: Gender in Scientific Theorizing	
4/16	Hoffman and Bluhm, "Neurosexism and Neurofeminism" (BB)
4/23	Fausto-Sterling, "Life in the XY Corral" (LB) Gendered Innovations Case Study: The Genetics of Sex Determination (online, link on BB)
4/30	Wylie, "The Engendering of Archaeology" (JK)
5/13	Research papers due