

WOME3213FA/FAO Gender, Bodies and Technology
Department of Women's Studies, Lakehead University
Fall 2019

Instruction: In-Class
Day/Time: Mondays & Wednesdays @ 4:00-5:30pm
Location: ATAC 5041/ OA2020

Instructor: Dr. Jen Chisholm
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Course Description

In this course we will explore the relationship between gendered bodies and technology. Specifically students will engage with feminist theories of the body and its interactions/ intersections with technology. Through an examination of technologies aimed at the reproductive and sexual body (birth control, condoms, vibrators, egg freezing, IVF, gene editing, among others) students will ponder and engage with both the emancipatory and oppressive potential of technology. In this course, technology is imagined as interventions into the body which seek to alter, enhance, enable, disable or control bodily processes. We will use the Foucauldian theories of power and technologies of self to better understand the relationship between gender, bodies and technology.

Required Texts: All Readings will be made available to students through our course D2L page.

Grading Scheme

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|---|--|
| Participation | 15% (Assessed throughout term) |
| Tech Review and Analysis | 15% (DUE Monday, Oct 7th, 2019) |
| <u>In groups, students will complete:</u> | |
| Preliminary Pitch and Workshop | 15% (In class, Oct 23rd, 2019) |
| Tech Proposal | 10% (DUE Oct 30th, 2019) |
| Presentation | 15% (In class, November 25th and 27th, 2019) |
| Tech Analysis Paper | 25% (DUE Dec 2nd, 2019) |
| Peer and Self Evaluation | 5% (DUE Dec 2nd, 2019) |

Learning Outcomes

At the end of this course you should be able to:

- * distinguish between theoretical conceptions of technology, power and self through the lens of gender
- * demonstrate an understanding of the relationships between gendered bodies and technology
- * analyze the influence of patriarchy, medicalization, capitalism, colonization and intersectionality on our understanding of technologies aimed at the body
- * Evaluate and form reasoned opinions about the emancipatory and/or oppressive potential of bodily technologies

Skills Outcomes

This course will help you build:

- * written and oral communication skills
- * analytical skills and self reflection skills
- * developing sound arguments for debate

A note on participation and discussions:

Discussions require that everyone participates (speaks and listens) in a meaningful and civil way. Please be aware that some of the material we are reading is of a sensitive nature. Some readings may be upsetting or disturbing. I ask that we all use respectful language and be sensitive of one another during our discussions. Personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such disrespectful behaviour will not be tolerated.

Please keep in mind that this is a scholarly environment and professionalism is expected at all times. In this course we will deal with many sensitive issues and may encounter historical language no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive discussion. Disrespectful behaviour and/or comments about people in class or being studied will not be tolerated.

On Campus Help Available to Students:

Student Success Centre: Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - HYPERLINK "<http://academicadvising.lakeheadu.ca/>" <http://academicadvising.lakeheadu.ca/>

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - HYPERLINK "<http://learningassistance.lakeheadu.ca/>" <http://learningassistance.lakeheadu.ca/>

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in the University Centre 1007 (across from Security) or phone 343-8361 or online at - HYPERLINK "<http://healthservices.lakeheadu.ca/>" <http://healthservices.lakeheadu.ca/>

GENERAL GUIDELINES

Email Etiquette:

All correspondence should be polite, respectful and professional. Email inquiries must include:

- a salutation, (i.e. "hello", "dear", "To", etc.)
- a detailed question, or polite request
- a signature (i.e. your name). Emails that do not follow this format will be discarded.

Every effort will be made to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

A Note on Submitting Assignments:

Unless otherwise stated, all assignments must be submitted in hard copy (i.e. paper copy) in class on the listed due date to avoid late penalties.

Late Policy:

Assignments received after the due date will be penalized 5% per day. Requests for extensions must be made prior to the due date and will ONLY be given in extenuating circumstances and may require documentation (e.g. a doctor's note). Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

Style and grammar:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

Referencing:

Assignments must be entirely your own work. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying reference. Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation. Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper.

References are essential and have four purposes: (1) they indicate the source of the "quotations," (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person's ideas and are essential in avoiding plagiarism. Failure to provide adequate references constitutes plagiarism.

Plagiarism and Academic Dishonesty:

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it. If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online: "<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>"<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html> or the professor.

All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the "Code of Student Behaviour and Disciplinary Procedures" from the Office of the Registrar for more information. Please do your own work.

ASSIGNMENT INSTRUCTIONS

Note: Assignments will also be discussed in class.

Participation (15%):

Assessed throughout term

Your voice is important!

Third year classes involve shorter, less frequent lectures, and require a significant amount of class discussion and participation. This is a time for you to work through your ideas and questions in a group setting, with the insights of your classmates. Participation from all members of the group is crucial if a discussion is to be both interesting and instructive. Discussion requires preparation which includes reading the articles and thinking critically about them before attending class. It is necessary that students critically read the materials in advance so they are fully prepared to speak about and ask questions regarding the readings. Participation marks are based on active involvement in the discussion and on the content of the student's comments.

Lectures and class discussions will be centred on the readings listed for each week on the course outline. Readings are complementary to other course components (lectures, assignments, et cetera). Students are encouraged to relate material in the readings to each other, contemporary or historical events, and/or real life examples from their experience. Ultimately, a discussion should become a forum for the analysis and expression of ideas based on evidence from the readings, and for integrating the information/ideas presented in the varied components of the course.

When evaluating the readings consider the following:

What are the key points or ideas?

Can you describe (in your own words) what the reading is about?

How do the readings fit together? What are some common themes of the readings? How do they complement this week's lectures? How do they fit with other readings/lectures from the course?

Tech Review and Analysis (15%):

DUE: October 7th, 2019

The purpose of this assignment is to explore and analyze a technology (of the student's choosing) based on one (or more) of the theories discussed in the first four weeks of class. Particularly, we will use Michel Foucault's "technologies of power" and "technologies of self" to create a foundation from which to understand and evaluate different technologies aimed at gendered bodies.

Your review should include a brief, one paragraph description of the technology you have chosen to analyze. For example: who is the technology for? What does it aim to do? How is it used/distributed?

The analysis portion of the paper will include direct reference to course readings and theory, using full and proper citations. Please note that you may include outside research for this assignment, however it is NOT required. In your analysis remember to describe the theory you are working with, how you understand the theory and how you feel it applies to the technology you've chosen to discuss. While writing your analysis, consider the following questions: Who

benefits from this technology? How? Is it accessible/available? Does the technology claim or aim to emancipate individuals from a bodily process?

In the conclusion, students should include personal reflections and opinions about the role and value of the technology you have chosen to discuss. Do you believe it is emancipatory? Oppressive? Why? How might we do/think differently about it? Or about the bodily process it is attempting to address?

Your review and analysis paper should be 4-5 (double spaced) pages in length, in Arial or Times New Roman, 12 point font.

****Please Note:** The remainder of assignments for the term will be completed in groups of 4 or 5. The group will remain consistent throughout the term, as you move through nested assignments designed to prepare you for the final “Feminist Tech Showcase” during the final week of classes. Class time will be provided for some aspects of group work, however, students are encouraged to get together and/or communicate outside of class time if possible.

Preliminary Tech Pitch and Workshop (15%):

In class, October 23rd, 2019

In groups, students are asked to imagine and design an original technology for the body. Let your imagination run wild! These technologies might intervene in bodily processes, enhance our human functioning, further feminist aims, and/or emancipate certain bodies from pain, disease or unwanted/undesireable capacities.

Each group will prepare a 3 minute “pitch” to be presented to the class (think “Dragon’s Den” for feminist technology!). The pitch should tell us: what is the technology? How will it work? Who is it for? What is the end goal (i.e. freedom, emancipation, control)?

Each group will then complete a feedback form for TWO (2) other groups. In the feedback form, students will evaluate the other groups’ pitch, suggest possible alternative or things to consider, pose questions to the group about the design and functionality of the technology, discuss any barriers or limitations of the technology.

The goal of the “pitch” and the feedback forms is to engage the class in the research and design of the groups’ proposed technology. Feedback should be constructive, thoughtful and helpful in the development of ideas. Feedback forms will be distributed to each group as an aid for writing the proposal.

The grade breakdown for the Tech Pitch and Workshop is as follows: “pitch” (5%), feedback form (2 x 5% = 10%).

Tech Proposal (10%):

DUE October 30th, 2019

Each group will submit a written proposal which outlines the technology being developed, how it will work, who it is for and the end goal of the technology (i.e. freedom, emancipation, control, etc.). Written proposals will expand upon the “pitch” given in the previous week’s class, and incorporate the feedback provided from other groups in the feedback form.

Included with the proposals, each group will provide a Memorandum of Understanding (MOU) which outlines which tasks each member of the group will be responsible for. Each group member will sign the MOU and retain a copy for their records. A template will be provided. Students will refer back to their groups’ MOU when completing the Peer and Self Evaluation at the conclusion of the project.

Proposals should be approximately 1-2 (double spaced) pages in length, in Arial or Times New Roman, 12 point font. The groups' MOU should be approximately 1-2 pages in length and should follow the template provided.

Tech Presentation (15%):

DUE: November 25th and 27th, 2019

The final week of classes is set aside for presentations where groups will formally "pitch" their proposed technology. Presentations should be 10 mins in length and should firmly ground the proposed technology in feminist theories of the body and technology. Groups might choose to make and a showcase a "prototype" of their technology, include a drawing or artistic rendering of their technology, and/or a detailed description of how it works, how folks will use it, and what it might mean for broader society if/when the technology is adopted.

Imagine you are presenting to a room full of potential investors: how would you "sell us" on the technology?

Tech Analysis Paper (25%):

DUE December 2nd, 2019

To accompany the presentation, each group will prepare an 8-10 (double spaced) page written analysis of their proposed technology. Using material and theory from course readings AND outside sources, students are asked to explain and explore their proposed technology, and to analyze its potential and limitations. The analysis paper should take the form of an essay, which includes a thesis statement and supporting evidence. In this case, the thesis statement will refer to the proposed technology, how it works and what it is intended to do.

Papers will be due on the last day of classes and may be submitted electronically through D2L.

Peer and Self Evaluation (5%):

DUE December 2nd, 2019

Each student will complete a peer and self evaluation form (to be provided) that will evaluate their own, and other group members involvement in/with the project. Students are expected to be honest and self reflexive about the assessment of their own contribution, and to be thoughtful and empathetic about the assessment of their peers. The groups' MOU will provide the basis for analyzing group member contributions. In other words, did the group member complete their agreed upon tasks? On time? To the satisfaction of other group members? Equally, if a group member went above and beyond what they were tasked with, this should be included in their evaluation.

Peer and self evaluations will be due on the last day of classes and may be submitted electronically through D2L.

Weekly Reading Schedule

Week 1 (Sept. 4th): Introduction to Gender, Bodies and Technology

Sept 4th: No readings, review syllabus

Week 2 (Sept. 9th & 11th): Technologies of Power, Technologies of Self

READINGS:

Wajcman, J. (2010). *Feminist Theories of Technology*. *Cambridge Journal of Economics*. Vol 34(1). pgs. 142-153.

Rose, N. (2001). The Politics of Life Itself. *Theory, Culture & Society*. Vol. 18(6). pgs. 1-30.

Sawicki, J. (1999). "Disciplining Mothers: Feminism and the New Reproductive Technologies". In Feminist Theory and the Body: A Reader. Price, J & Shildrick, M. (Eds.). Routledge: New York. pgs. 190-202.

Week 3 (Sept. 16th & 18th): Medicalization, Patriarchy and Colonialism

READINGS:

Lupton, D. (2003). "Feminisms and Medicine". Medicine as Culture: Second Edition. SAGE: London. pgs. 142-172.

Martin, E. (1987). "Medical Metaphors of Women's Bodies: Menstruation and Menopause". The Woman in the Body: A Cultural Analysis of Reproduction. Beacon Press: Boston. pgs. 27-53.

Burnett, K. (2017). "Different Histories: Reproduction, Colonialism, and Treaty 7 Communities in Southern Alberta, 1880-1940". In Abortion: History, Politics, and Reproductive Justice after Morgantaler. Stettner, S., Burnett, K. & Hay, T. (Eds.). UBC Press: Vancouver. pgs. 35-54.

FILM:

Indigenous Women Are Saving Lives One Birth at a Time
<https://www.youtube.com/watch?v=8jHxdYGqUaA>

PLEASE NOTE: *Wednesday, September 18th: Class time provided for group work*

Week 4 (Sept. 23rd & 25th): Reproduction and Choice

READINGS:

Rinaldi, J. (2017). "Morgantaler and the Technological Production of Embodiment". In Abortion: History, Politics, and Reproductive Justice after Morgantaler. Stettner, S., Burnett, K. & Hay, T. (Eds.). UBC Press: Vancouver. pgs. 197-216.

Weiss, G. (1997). "Sex-Selective Abortion: A Relational Approach". In Feminist Ethics & Social Policy. DiQuinzio, P. & Young, I.M. (Eds.). Indiana University Press: Bloomington. pgs. 274-290.

Gimenez, M. (1991). The Mode of Reproduction in Transition: A Marxist-Feminist Analysis of the Effects of Reproductive Technologies. *Gender and Society*. Vol. 5(3). pgs. 334-350.

FILM:

Drone Delivered Abortion Pills and the Fight for Reproductive Rights
<https://www.youtube.com/watch?v=LB-22IK1A6c&t=144s>

Week 5 (Sept. 30th & Oct. 2nd): Reproducing Privilege and Oppression

READINGS:

Roberts, D. (2017). "From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control." Killing the Black Body: Race, Reproduction and the Meaning of Liberty. Random House: New York. pgs.104-150.

McFadden, C. (2017). "Reproductively Privileged: Critical White Feminism and Reproductive Justice Theory." In Radical Reproductive Justice: Foundations, Theory, Practice, Critique. Feminist Press: New York. pgs. 241-250.

PODCAST:

RePros Podcast: Reproductive Justice and Intersectionality
<https://www.reprosfightback.com/episodes-blog/2017/12/13/episode-1-d9nla-dkmah-29mz4-232m6-y8yaf-zy6sj-kmnp-s7led-25fb5-pckw7-c8raa-re59d-r39ar-kfdt9-gcza6-63rjx-hsh2g-w83k9-dh7ep-p8a6c-cj5ry-y79ng-3why5-mjxld-c3nzc-8ylls-a5bmz-93ccw-5pktp-lz2n5-htl9w-3yl5g-e825n-s6y6h-pbkmw-8lkrk-j6293-zxnm4>

PLEASE NOTE: Wednesday, October 2nd: Class time provided for group work

Week 6 (Oct. 7th & 9th): Gender and Birth Control

READINGS:

Granzow, K. (2007). De-Constructing 'Choice': The Social Imperative and Women's Use of the Birth Control Pill. *Culture, Health & Sexuality*. Vol. 9(1). pgs. 43-54.

Tone, A. (2002). Making Room for Rubbers: Gender, Technology, and Birth Control Before the Pill. *History and Technology*. Vol. 18(1). pgs. 51-76.

Youssef, H. (1993). The History of the Condom. *Journal of the Royal Society of Medicine*. Vol. 86. pgs. 226-228.

Kimport, K. (2018). Talking About Male Body-Based Contraceptives: The Counseling Visit and the Feminization of Contraception. *Social Science & Medicine*. Vol. 201. pgs. 44-50.

PODCAST:

RePros Podcast: Contraceptive Choice: Having Some Options if Good, but Having More is Better
<https://www.reprosfightback.com/episodes-blog/contraceptive-choice-having-some-options-is-good-but-having-more-options-is-better>

PLEASE NOTE: Monday, October 7th: Feminist Tech Analysis Paper DUE

PLEASE NOTE: Wednesday, October 9th: Class time provided for group work

READING WEEK (OCTOBER 14TH-18TH): NO CLASSES

Week 7 (Oct. 21st & 23rd): Technology and Pleasure

READINGS:

Maines, R. (1999). "The Job Nobody Wanted". The Technology of Orgasm: Hysteria, the Vibrator, and Women's Sexual Satisfaction. The Johns Hopkins University Press: Baltimore. pgs. 1-20.

Maines, R. (1999). "Revising the Androcentric Model". The Technology of Orgasm: Hysteria, the Vibrator, and Women's Sexual Satisfaction. The Johns Hopkins University Press: Baltimore. pgs. 111-124.

PODCAST:

Psychologia The Podcast: Episode 13: The Strange History of the Vibrator
<https://podcasts.apple.com/us/podcast/psychologia-podcast/id1095471581>

PLEASE NOTE: Wednesday, October 23rd: Preliminary Tech Pitch and Workshop

Week 8 (Oct. 28th & 30th): Menstruation and Technology

READINGS:

Vostral, S. (2008). "Menstrual Hygiene: A Techno-Social History." Under Wraps: A History of Menstrual Hygiene Technology. Lexington Books: Plymouth. pgs. 1-8.

Vostral, S. (2008). "Technology and Passing." Under Wraps: A History of Menstrual Hygiene Technology. Lexington Books: Plymouth. pgs. 9-20.

FILM:

Under Wraps
https://www.nfb.ca/film/under_wraps/

PLEASE NOTE: Monday, October 28th: Class time provided for group review of proposal feedback

PLEASE NOTE: Wednesday, October 30th: Tech Proposal DUE

Week 9 (Nov. 4th & 6th): Technological Birth

READINGS:

Martin, E. (1987). "Medical Metaphors of Women's Bodies: Birth". The Woman in the Body: A Cultural Analysis of Reproduction. Beacon Press: Boston. pgs. 54-67.

FILM:

The Business of Being Born
[https://media3.criterionpic.com/htbin/wwform/006?](https://media3.criterionpic.com/htbin/wwform/006?T=AL110795&ALIAS=AL110795_EN.KF&M=0_o3yvxx9c&DSTYLE=0#multimedia_resources_AL110795)

[T=AL110795&ALIAS=AL110795_EN.KF&M=0_o3yvxx9c&DSTYLE=0#multimedia_resources_AL110795](https://media3.criterionpic.com/htbin/wwform/006?T=AL110795&ALIAS=AL110795_EN.KF&M=0_o3yvxx9c&DSTYLE=0#multimedia_resources_AL110795)

PLEASE NOTE: Wednesday, November 6th: Class time provided for group work

Week 10 (Nov 11th & 13th): Reproductive Futures

READINGS:

Roberston, J. (2014). Egg Freezing and Egg Banking: Empowerment and Alienation in Assisted Reproduction. *Journal of Law and the Biosciences*. pgs. 113-136.

Pollack, A. (2003). Complicating Power in High-Tech Reproduction: Narratives of Anonymous Paid Egg Donors. *Journal of Medical Humanities*. Vol. 24(3/4). pgs. 241-263.

Cattapan, A., et al. (2014). Breaking the Ice: Young Feminist Scholars of Reproductive Politics Reflect on Egg Freezing. *The International Journal of Feminist Approaches to Bioethics*. Vol. 7(2). pgs. 236-247.

FILM:

Egg Freezing, Career Women & the Future of Fertility
<https://www.youtube.com/watch?v=2erhhupZF4>

Week 11 (Nov. 18th & 20th): Reproducing Futures?

READINGS:

Press, N., et al. (1998). "Provisional Normalcy and 'Perfect Babies': Pregnant Women's Attitudes Toward Disability in the Context of Prenatal Testing." In Reproducing Reproduction: Kinship, Power and Technological Innovation. Franklin, S. & Ragone, H. (Eds.). University of Pennsylvania Press: Philadelphia. pgs. 46-65.

Simonstein, F. (2019). Gene Editing, Enhancing and Women's Role. *Science and Engineering Ethics*. Vol. 25. pgs. 1007-1016.

FILMS:

We Can Now Edit Our DNA But Let's Do It Wisely: Jennifer Doudna
[https://www.ted.com/talks/](https://www.ted.com/talks/jennifer_doudna_we_can_now_edit_our_dna_but_let_s_do_it_wisely?language=en)

[jennifer_doudna_we_can_now_edit_our_dna_but_let_s_do_it_wisely?language=en](https://www.ted.com/talks/jennifer_doudna_we_can_now_edit_our_dna_but_let_s_do_it_wisely?language=en)

How CRISPR Lets You Edit DNA: Andrea M. Henle

https://www.ted.com/talks/andrea_m_henle_how_crispr_lets_you_edit_dna

PLEASE NOTE: Wednesday, November 20th: Class time provided for group work

Week 12 (Nov. 25th & 27th): Tech Showcase/ Student Presentations

NO READINGS THIS WEEK

Looking forward to a great semester!