



## **History 2184 & 2802E**

### **Women, Men, and Technology: An Historical Perspective**

Schedule: Thursdays, 6:30 to 9:30

Professor: Dorotea Gucciardo  
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Office: TBA

Office Hours: Wednesdays, 1:30 to 2:30

#### **Course Description:**

This course explores the ever-evolving relationships between women, men, and technology in North American history. It begins with a brief discussion of technology — how to define it and its role in history — and an examination of gender and history. From there, the course will be divided into a variety of themes: domestic technologies; technologies of consumption; the sexual division of labour; reproductive medical technologies, and the gendering of technologies. By the end of the course, students will be able to define the relationship between gender and technology, discuss how it has evolved over time, and determine in what ways technology, broadly defined, has contributed to the building of contemporary society.

The class will meet once a week for three hours a day. Class time will be broken down into lectures, tutorials, workshops, and case studies. In lectures, students will learn about selected topics from the professor. In tutorials, students will be responsible for readings and discussing assigned readings. In workshops, students will learn methodological skills to successfully undertake critical examination of various aspects in technological history. In case studies, students will analyze how a specific technology has been represented in history, primarily from advertisements and newspaper articles.

In addition, at least one class will be held at Stevenson-Lawson, which houses the UWO Medical Artifact Collection. Here, students will have an opportunity to explore material culture. Students will be given a tour of the holdings, and explore the study of history through a purely technological lens. Students will be given the opportunity to examine five technologies (as chosen by the professor) using the Winterthur method, as will be learned in class.

#### **Readings:**

Students will be required to purchase a course pack from the campus copy centre, located in the University Community Centre on Main campus. All required readings for lectures,

tutorials, and workshops will be included in the course pack. Additional readings and information may be found online on WebCT.

*Assignments and Evaluation:*

**Tutorial participation – 10%**

Students will be required to attend class and to have read the required readings for the week. Evaluation will be based on the quality of input into class discussions – questions, comments and willingness to raise issues based on the readings.

**Tutorial written reviews – 10%**

As part of their tutorial grade, students will be required to write a one-to-two page, double-spaced précis (analytical review) for ten tutorial readings. Students may choose which ten to write. The précis must be handed in at the end of that day's class, with no exceptions. Each précis should cover the following questions:

1. Identify the author/source
2. Identify/describe the thesis
3. What is the article about?
4. How does the author organize the article?
5. What evidence does the author use?
6. Who is the intended audience?
7. Is the argument convincing?

**Artifact Study – 10%**

Students will hand in a three-to-five page report (double-spaced, 12-point font) based on findings they observed while examining artifacts at Stevenson-Lawson. Students will examine five artifacts using the Winterthur Method, which will involve applying a series of questions that can be asked of the artifact. They will be responsible for writing a report based on one of those artifacts. Students will be supplied with a complete list of questions in class, but their final assignment must successfully answer the following questions:

1. Why was it made?
2. What is it made of?
3. Is it made well?
4. How are its parts organized to bring about its function?
5. What is its physical structure? What is its shape?
6. What is its style? How is it ornamented? Does it have any writing on it?
7. Rank its aesthetic qualities: consider the skill in making it (amateur versus professional); the effectiveness of its design; its form and style
8. What are the human behaviours associated with that artifact?
9. How does its construction and design convey status, ideas, values, or meaning?
10. Who makes up the audience for this object now? How do users express the significance of this object?

**Final Exam – 30%**

For students registered in 2184:

**Essay Proposal (5%)**

Students shall prepare a research proposal about a selected topic in the history of gender and technology in North America. Students are urged to select a consumer item for their topic. The proposal should provide a research question, a paragraph of historical context, include an essay outline, and provide a suggested list of sources.

**First Assignment (10%)**

Students will write a five-page paper based on advertising promoting a particular technology. Drawing from seven to ten advertisements drawn from popular journals and newspapers, students will determine the social context of that technology, with a goal of determining the cultural and gendered assumptions behind the advertisements.

**Research Essay (25%)**

This is a formal research paper, ten-to-twelve pages in length (double spaced, 12-point font). Drawing from the advertisements from their first assignment and from a pool of secondary sources, students will write a history paper in the field of gender and technology. In doing so, students will provide conclusions for the effects of that technology on society.

For students registered in 2802E:

**First Assignment (10%)**

Students will write a five-page paper based on advertising promoting a particular technology. Drawing from seven to ten advertisements drawn from popular journals and newspapers, students will determine the social context of that technology, with a goal of determining the cultural and gendered assumptions behind the advertisements.

**Advertising Proposals (3 @ 10% each)**

Students will be required to choose three technologies (from a list supplied by the professor) and, taking on the position of an advertising executive, write a three-to-five page proposal (double-spaced, 12-point font) to a department store explaining why that technology ought to be sold in that store. In doing so, students will introduce the technology, explain its functions, and explore its social meanings by giving definition to what uses it would have in Canadian society, and who (male or female) would be the intended user. This will allow the student to explore the social and gendered assumptions of that technology.

**Course Schedule:**

September 8 **Course Intro**

September 15 **Lecture:** Defining Technology

Francesca Bray, "Gender and Technology," *Annual Review Anthropology*, 36: 37–53.

September 22 **Lecture:** Defining Gender

Joan Rothschild, "From Sex to Gender in the History of Technology," in *In Context: History and the History of Technology*, eds. Stephen H. Cutcliffe and Robert C. Post, 192–203 (London and Toronto: Associated University Presses, 1989).

September 29 **Lecture:** "Standardizing the biological": Women and Technology  
Judith McGraw, "Reconceiving Technology: Why Feminine Technologies Matter," in *Gender and Technology: A Reader*, eds. Nina E. Lerman, et.al., 13–36 (Baltimore: The Johns Hopkins University Press, 2003).

October 6 **Lecture:** Boys and their Toys: Men and Technology  
Ruth Oldenziel, "Why Masculine Technologies Matter," in *Gender and Technology: A Reader*, eds. Nina E. Lerman, et.al., 37–60 (Baltimore: The Johns Hopkins University Press, 2003).

\*\*Essay proposal due

October 13 **Workshop:** Analyzing Advertisements  
Roland Marchand, "Advertisements as Social Tableau," in *Advertising the American Dream*, (California: University of Berkeley Press, 1985), 164–205.

See WebCT for material to discuss.

\*\*First advertising proposal due

October 20 **Lecture:** The Domestic Workshop  
Cowen, Ruth Schwartz. "The Industrial Revolution in the Home: Household Technology and Social Change in the 20<sup>th</sup> Century," *Technology and Culture*, 17 (January 1976): 1–23.

October 27 **Lecture:** Men and Leisure  
Haring, Kristen. "The 'Freer Men' of Ham Radio: How a Technical Hobby Provided Social and Spatial Distance," *Technology and Culture* 44, No.4 (October 2003): 734–61.

November 3 **Case Study:** The Stove  
Joy Parr, "Shopping for a Good Stove: A Parable About Gender, Design, and the Market," in *His and Hers: Gender, Consumption and Technology*, eds. Roger Horowitz and Arwen Mohun, 165–188 (Charlottesville: University Press of Virginia, 1998).

**\*\*Supplementary information available on WebCT**

November 10 **Lecture:** Public Technologies, Private Bodies  
Sarah J. Moore, "Manliness and the New American Empire at the 1915 Panama-Pacific Exhibition," in *Gendering the Fair: Histories of Women and Gender at World Fairs*, eds. T.J. Boisseau and Abigail M. Markwyn, (Chicago: University of Illinois, 2010), 75–98.

November 17 **Lecture:** Science and Pseudo Science  
Jeffrey Sconce, *Haunted Media: Electronic Presence from Telegraphy to Television*, (Durham and London: Duke University Press: 2000), 21–58.

\*\*Second advertising proposal due

November 24 **Guest Lecture:** Devon Elliott, “Finger Flickers and Box Jumpers: Magic and Gender in Early 20th Century America”

Reading TBA

December 1 **Case Study:** Spiritualism

\*\*See WebCT for readings

December 8 NO CLASS/ End of first semester

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NB. Classes resume Monday, January 9, 2012.

January 12 Winterthur Method of Studying Artifacts

Fleming, E. McClung, “Artifact Study: A Proposed Model,” in *America*, ed. Thomas J. Schlereth (Nashville: University of Tennessee, 1982): 162–73 AND Michelle Hamilton and Shelley McKellar, “Learning through Objects: Development of the UWO Medical Artifact Collection...” *Canadian Bulletin of Medical History* 23, no.1, 219–43.

January 19 **Workshop:** Analyzing Artifacts

\*\*See WebCT for readings

January 26 **Collections Visit**

\*Meet at Stevenson-Lawson

\*\*Five-page paper on advertising due

February 2 **Lecture:** Science, Technology, and Medicine

Carolyn de la Pena, “The Machine-Built Body,” in *The Body Electric: How Strange Machines Made the Modern American*, (New York: New York University Press, 2003): 1–14.

February 9 **Lecture:** Technologies of Reproduction

Patricia Peck Gossel, “Packaging the Pill,” in *Manifesting Medicine: Bodies and Machines*, eds. Robert Bud et.al., (Amsterdam: Harwood Academic Publishers, 1999): 105–21.

February 16 **Lecture:** Sex and Technology

Rachel Maines, “Situated Technology: Camouflage,” in *Gender and Technology*, 98–119

\*\*Museum Report due

**NB. Reading Week: 20–24 February.**

March 1 **Case Study:** Electrotherapeutics

\*\*See WebCT for readings

March 8      **Lecture:** The Computer in History  
Light, Jennifer S. “When Computers Were Women,” *Technology and Culture*, 40 No.3 (1999): 455–83.

March 15     **Lecture:** Computing Culture  
Turkle, Sherri. “Adolescence and Identity: Finding Yourself in the Machine,” 131–54.

March 22     **Lecture:** Gaming Culture  
Anne M. Braumbaugh, “The Impact of Gender on the Perception of and Preferences for Technology-Based Games,” *International Journal of Technology Marketing* 4, 1 (2009): 89–107.

March 29     **Case Study:** The Internet  
Allucquere Rosanne Stone, “The Novel Conditions: The Cross-Dressing Psychiatrist,” in *Sex/Machine: Readings in Culture, Gender and Technology*, ed. Patrick D. Hopkins, 417–29 (Bloomington: Indiana University Press, 1998).

April 5       Exam Review  
    \*\*Essay due  
    \*\*Third advertising proposal due

## BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which

conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. An SMC can be downloaded at <https://studentservices.uwo.ca/secure/index.cfm>. Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** considered adequate to support a request for academic accommodation. If documentation is from Student Health Services, the student should sign a release of information form. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at [http://www.westerncalendar.uwo.ca/2008/print\\_pg140.html](http://www.westerncalendar.uwo.ca/2008/print_pg140.html).

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year and or for too frequent absence from the class or laboratory.

## **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

#### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the McCann Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website is at <http://www.brescia.uwo.ca/current/registrar/>, Academic Support and Advising is at <http://www.brescia.uwo.ca/current/advising/> and the McCann Student Services Centre is <http://www.brescia.uwo.ca/current/services/>. The University of Western Ontario Registrar's website is <http://www4.registrar.uwo.ca>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.