

Gender and Diversity

JKU Linz

Winter Semester 2022/2023

Course 536.025

Course instructor: Alyssa Schneebaum, Ph.D.

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Course Overview

This is a Ph.D.-level course on gender and diversity. Upon successful completion of the course, students will earn three ECTS points.

Students from a large range of academic disciplines are participants in this course. As such, the course is cross-disciplinary. It will cover issues of gender and diversity and go beyond any one academic field.

The central topic of the course is “gender and diversity in the production of scientific knowledge.” Students will study and reflect on their own disciplines and investigate how gender and diversity affect knowledge production in their fields. While the course is built on common literature whose main ideas should be taken to apply to all scientific knowledge, students will do independent research and reflection on practices and conditions in their own disciplines.

Goals of the Course

Modern scholars - indeed professionals in all fields - are expected to bring some “competence” with gender- and diversity-related issues to their work. Thus, on the one hand, this course should give students exposure to and experience with these topics in their own field.

On the other hand, the course gives the students the opportunity to do deep reflection on how subjectivity enters into processes of knowledge production in their own fields. It is a long-established tenet of feminist science studies and feminist philosophy of science that knowledge is never neutral or “objective.” It is instead created in particular contexts, by particular scholars who have particular interests and backgrounds; all of these particularities affect the knowledge created (and accepted) in a discipline. The course allows students to study these issues in their own disciplines.

Course Requirements

There are three requirements for the successful completion of this course: attendance and participation; a presentation; and a final paper. The class presentation and the paper should present the results of an assessment of the gendered nature of their own discipline and the role of issues of diversity in the production of knowledge in their discipline. This investigation should be guided by the instructor’s input on the first day of class; students should, as best as possible, replicate the analysis shown, applied to their own disciplines.

Attendance and Participation (20%): Students are required to attend and participate in both class meetings (complete attendance on 21.10.2022 is worth 5% of the final grade; *complete*

attendance on 25.11.2022 is worth 15% of the final grade). Students are expected to actively participate in class discussion and to give constructive feedback on colleagues' presentations.

Presentation (30%): Each student will prepare a 12-15 minute presentation of the findings of their analysis of their discipline. This presentation should cover the role of gender and diversity in at least three elements of their own disciplines ("elements" as defined at the first class meeting). Following the presentation, the instructor and colleagues in the course will give feedback, which should be incorporated in the final paper. Though feedback should be helpful for the final paper, the presentation should be of a near-complete analysis.

Final paper (50%): Students will write a paper explaining their analysis of the role of gender and diversity in their own disciplines. This paper should present the role of gender and diversity in the production of knowledge in at least three elements of their discipline. The paper should be 15-18 pages in length, double-spaced, with 12-point font and standard margins, not including the bibliography. The paper must reference at least five of the readings listed below. The paper should include an introductory section giving an overview of the role of gender and diversity in the knowledge in their disciplines; the rest of the paper should go into details of different elements of the discipline. **Final papers are due as pdf files via email to the instructor by midnight on 18 December 2022.** No late papers will be accepted for any reason.

Schedule

21.10.22 14:30 - 17:00, T 405 (4th floor TNF Tower)

25.11.22 09:15 - 18:45, T 405 (4th floor TNF Tower)

Literature

Required Readings:

Fox Keller, Evelyn. 1985. *Reflections of Gender and Science*. New Haven: Yale University Press. Chapter 1: Introduction.

Harding, Sandra. 1986. *The Science Question in Feminism*. New York: Cornell University Press. Chapter 1: From the woman question in science to the science question in feminism.

Harding, Sandra. 2015. *Objectivity and Diversity: Another Logic of Scientific Research*. Chicago: University of Chicago Press. Chapter 2: Stronger Objectivity for Sciences from Below.

Suggested Readings:

Dörhöfer, Kerstin. 1990. "Frauenhaus und Herrensitz: Ergebnisse aus Architektur und Städtebau." In *Wie männlich ist die Wissenschaft?* In Hausen, Karin and Helga Nowotny (Eds.). Frankfurt: Suhrkamp.

Easlea, Brian. 1987. "The Masculine Image of Science with Special Reference to Physics: How Much does Gender Really Matter?" In Harding, Jan (Ed.) *Perspectives on Gender and Science*. Falmer Press.

Eberhardt, Pia and Helen Schwenken. 2010. „Gender Knowledge in Migrations Studies and in Practice.“ In Young, Brigitte and Christoph Scherrer (Eds.), *Gender knowledge and knowledge networks in international political economy*. Baden: Nomos.

Erlemann, Martina. 2014. "Geschecht in physikalischen Fachkulturen: Ethnografische Sondierungen.“ In Paulitz, Tanja, Barbara Hey, Susanne Kink und Bianca Prietl (Hrsg.), *Akademische Wissenskulturen und soziale Praxis*. Münster: Verlag Westfälisches Dampfboot.

Fitsch, Hannah. 2014. "What goes around comes around: Visual knowledge in fMRI and Its implications for research practice." In Schmitz, Sigrid and Grit Höppner (Eds.), *Gendered Neurocultures: Feminist and queer perspectives on current brain discourses.* Vienna: Zaglossus.

Fox Keller, Evelyn. 1985. *Reflections of Gender and Science*. New Haven: Yale University Press. Chapter 4: Gender and Science.

Geyer.Kordesch, Johanna. 1990. „Realisierung und Verlust 'weiblicher Identität' bei erfolgreichen Frauen: Die erste Ärztinnengeneration und ihre Medizinkritik.“ In *Wie männlich ist die Wissenschaft?* In Hausen, Karin and Helga Nowotny (Eds.). Frankfurt: Suhrkamp.

Greusing, Inka. 2014. „(Re-)Konstituierung der „Ausnahmefrau“ zur Stabilisierung des heteronormativen Feldes der Ingenieurwissenschaften.“ In Paulitz, Tanja, Barbara Hey, Susanne Kink und Bianca Prietl (Hrsg.), *Akademische Wissenskulturen und soziale Praxis*. Münster: Verlag Westfälisches Dampfboot.

Kahlert, Heike. 2015. „Epistemisches und soziales Gatekeeping in der Promotionsphase: (Re-)Produktion von Fach- und Geschlechterkulturen im Vergleich.“ In Paulitz, Tanja, Barbara Hey, Susanne Kink und Bianca Prietl (Hrsg.), *Akademische Wissenskulturen und soziale Praxis*. Münster: Verlag Westfälisches Dampfboot.

Langfeldt, Bettina / Anina Mischau. 2014. „MathematikerInnen und PhysikerInnen an Hochschulen: Repairing of Redesigning the Leaky Pipeline?“ In Paulitz, Tanja, Barbara Hey, Susanne Kink und Bianca Prietl (Hrsg.), *Akademische Wissenskulturen und soziale Praxis*. Münster: Verlag Westfälisches Dampfboot.

Limbach, Jutta. 1990. "Wie männlich ist die Rechtswissenschaft?" In *Wie männlich ist die Wissenschaft?* In Hausen, Karin and Helga Nowotny (Eds.). Frankfurt: Suhrkamp.

Maibom, Heidi and Robyn Bluhm. 2014. "A situationist account of sex/gender differences: Implications for neuroimaging research." In Schmitz, Sigrid and Grit Höppner (Eds.), *Gendered Neurocultures: Feminist and queer perspectives on current brain discourses.* Vienna: Zaglossus.

Moser, Stephanie. 2014. „Zur Vergeschlechtlichung von Feldforschung als Schlüsselement der archäologischen Fachkultur.“ In Paulitz, Tanja, Barbara Hey, Susanne Kink und Bianca Prietl (Hrsg.), *Akademische Wissenskulturen und soziale Praxis*. Münster: Verlag Westfälisches Dampfboot.

Paulitz, Tanja / Susanne Kink / Bianca Prietl. 2014. "Fachliche Distinktion und Geschlechterunterscheidung in Technik- und Naturwissenschaften." In Paulitz, Tanja, Barbara Hey, Susanne Kink und Bianca Prietl (Hrsg.), *Akademische Wissenskulturen und soziale Praxis*. Münster: Verlag Westfälisches Dampfboot.

Vogt, Irmgard. 1990. „Medizinsoziologie und weibliche Leidensweisen.“ In *Wie männlich ist die Wissenschaft?* In Hausen, Karin and Helga Nowotny (Eds.). Frankfurt: Suhrkamp.

Wiegel, Sigrid. 1990. „Die Verdoppelung des männlichen Blicks und die Ausschluß von Frauen aus der Literaturwissenschaft.“ In *Wie männlich ist die Wissenschaft?* In Hausen, Karin and Helga Nowotny (Eds.). Frankfurt: Suhrkamp.