Syllabus

The World Wide Web has enabled women around the globe to have their own voice in words and pictures, as well as build online communities where they share support for all aspects of their lives. The work women do online ranges from keeping in touch with family to making a living from selling their work. Anyone with access to a library, e-cafe, or smartphone can do work online.

Other technologies, such as appliances, autos, and equipment enjoy improvements provided by input and design by women. There is a market for products designed and used by women, and significant investment in women as technologists is important to the success of service-providing and product-developing businesses.

Feminists and other women make choices about how “cyber” they will be or how “goddess” they will become. We can label ourselves one or the other, or adhere to no label, but can we truly escape technology? No. But we can choose which to embrace.

If you eager to embrace a new device or tool, but are intimidated by learning to use it, then through the support of your instructor and classmates, you should be able to overcome the frustrations and deliver yourself to the 21st Century knowing more than enough to excel in any career where technology is needed.

This course will be somewhat unique from other courses you've taken on campus or online. There are other similarly-titled courses around the country, but very few, if any at all, ask you to use so many technologies to create and communicate. By the end of this course, you will have created a web site, used databases, assessed your finances, and taught others important aspects of culture, history, and technology. You will have improved your online communications style by writing blog posts, professional email messages, and analyses. You will be able to discuss the main issues of our times through writing. "And as research into writing shows, the act of tracing your thoughts across a page can make you more productive, more emotionally aware, and a less irrational decision maker." (Drake Baer 2013) Here is how writing makes your life better…

Philosophy of Teaching

I prefer to mentor, demonstrate, and share methods rather than mandate the memorizing of information. This approach, along with ample opportunity to explore and practice methods allows creative students to put themselves in a professional mode right away, if they're up for it, and use the freedom to study in a direction that interests them.

Technical challenges are opportunities to find solutions, through exploration, systematic troubleshooting, and group interaction. In group interactions, students have the opportunity to teach others; a highly successful way to learn. I like to engage students by bringing them to the podium to share their own methods. When teaching/learning online, this work happens in the discussion forums and blogs; again modeling the way professionals often solve problems.

Course content is presented in a variety of formats to aid a diverse student population. Links to multimedia-rich online tutorials aids the auditory and visual learners. Well-organized and well-designed course materials aid the visual learners and the learners who need only to read to understand new concepts and procedures.

Official Description

Explores women's contributions and focuses in fields. Analyzes gendered nature of technology. Theory and practice of technologies. (3 credits) BACC Synthesis. The Baccalaureate Core (BACC Core) Curriculum represents what the OSU faculty believes is the foundation for students’ further understanding of the modern world. Informed by natural and social sciences, arts, and humanities, the BACC Core requires students to think critically and creatively, and to synthesize ideas and information when evaluating major societal issues. Importantly, the BACC Core promotes understanding of interrelationships among disciplines in order to increase students' capacities as ethical citizens of an ever-changing world.
Prerequisites
No courses are required before taking this one, though basic computer knowledge is essential. You must understand:

- How to use a word processor.
- How to send and reply to email messages.
- How the internet works.

Measurable Student Learning Outcomes
Upon completion of this course, students will be able to...

1. Summarize the major issues, statistics, and historical significance of technology developed and/or used by women.
2. Discuss feminist theory, women's choices, race and cultural issues, and barriers related to gender and technology.
3. Research and present history and current trends of women and technology of different cultures/countries.
4. Interpret, compare, and draw conclusions of trends and analyze technologies via a Gender Lens.
5. Construct a web site.
6. Use a variety of hardware and software to improve their level of comfort with technology, improve their communications style, and enhance creativity.
7. Achieve a level of understanding regarding personal lifestyles and how choices can change the future. Declare personal principles, policies, or intentions for future use of technology.
8. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
9. Analyze the role of science and technology in shaping diverse fields of study over time.
10. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

Read more about OSU's Learning Goals

Materials

Readings will be articles available online.
No printed textbook purchase is required. Add each of these websites to separate TABS in your browser:

1. Canvas
2. Online textbook
3. OSU Valley Library

Software requirements include:

1. Chrome browser for Mac, Windows, Linux, or Chromebook users.
2. OSU Google account for backing up all files.
3. PDFMerge for making merged PDF files.
4. Wordpress.com for hosting weekly posts and projects.
Logistics and Communications

Use Canvas to communicate...
...with the instructor, discuss with students, and deliver projects.

- Set up Canvas Notifications to ensure you receive instructor feedback and email communications in a timely manner. Learn how in Chapter 1.

- Contact the instructor via Canvas Inbox (best way). If you have any questions at any time, please email me through Canvas' Inbox. It is my goal to check mail 6 days per week and answer within 24 hours. Follow email requirements. Always be polite. If you are rude, I will ignore you.

- Read Instructor feedback in the Canvas Comments in the Grades area. I will be notified anytime you provide a comment/question in the Grades area.

- Read the Email Etiquette page to learn best practices for communicating with the instructor.

Use the textbook to...
...read objectives, introductions, scoring criteria, detailed technical instructions, and how to submit work.

- Anytime instructions don't make sense, please ask for help!

- I want to help you succeed so report issues immediately.

- Wordpress changes often, so if my instructions go out of date by the time you get started, please let me know.

Expectations

Online and in person
The following is adapted from Dr. Susan Shaw, Oregon State University

- Make a personal commitment to learning about, understanding, and supporting your peers.

- Assume the best of others in the class and expect the best from them.

- Acknowledge the impact of sexism, racism, ethnocentrism, classism, heterosexism, ageism, and ableism on the lives of class members.

- Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.

- Participate actively in the discussions, having completed the readings and thought about the issues.

- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.

- Think through and re-read your comments before you post them.

- Never make derogatory comments toward another person in the class.

- Do not make sexist, racist, homophobic, or victim-blaming comments at all.

- Disagree with ideas, but do not make personal attacks.

- Be open to be challenged or confronted on your ideas or prejudices.

- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.

- Encourage others to develop and share their ideas.

- Be willing to change.

Student Conduct and Services

Religious Holidays Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Statement Regarding Students with Disabilities Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Wellness Resources for physical and mental health are listed on the Student Experience website.

Expectations for Student Conduct Student conduct is governed by the university’s policies, as explained in the
General Schedule by the week

This general schedule gives students an idea what is required each week. Please see the weekly textbook Chapters for specifics and modifications. Numbers refer to the weeks of the term. Definitive due dates are listed in Canvas.

0. **Due September 25.** Read this Syllabus and Chapter 1. Introduce yourself in Canvas. Set up an email signature and reply to the instructor's welcome messages. Set up Listening tools.

1. **Due October 2.** Read Chapter 2. Discuss Social Constructions and Gaps in Canvas. Set up a website account. Configure Categories, Pages, and a Theme. Write a blog Post in your new website. Submit the address of the website in Canvas.

2. **Due October 9.** Read Chapter 3. Discuss Mainstreaming in Canvas. Choose a topic for the Cultural Research project. Document initial research and declare a topic in a new blog Post in your website.

3. **Due October 16.** Read Chapter 4. Discuss Feminist Pedagogy in Canvas. Consult with a research Librarian. Add resources to a citation/bibliography application. Document progress in a new blog Post in your website.

4. **Due October 23.** Read Chapter 5. Discuss Gender, Art, and Technology in Canvas. Write the Cultural Research content in the Pages of your website. Write about your progress in a new blog Post in your website.

5. **Due October 30.** Read Chapter 6. Review peer Cultural Research projects in Canvas. Optimize and add visual information to the Cultural Research Pages in your website. Check for plagiarism. Submit the project in Canvas.

6. **Due November 6.** Read Chapter 7. Discuss technology through a Gender Lens in Canvas. Choose a Lens topic and write about it in a new blog Post in your website. Research and write about the Lens topic in the Pages of your website.

7. **Due November 13.** Read Chapter 8. Discuss Cyborg theory in Canvas. Continue research and writing for the Gender Lens project in your website.

8. **Due November 20.** Read Chapter 9. Review peer Gender Lens projects. Check for plagiarism. Finalize and submit the Gender Lens project.


10. **Due December 6.** Read Chapter 11. Submit the Financial Analysis project. Write a final recap of the course in a blog Post in your website.

**Student Evaluation of Teaching**

During the last week of the course you will be asked to evaluate the teaching of this course. Login to the MyOSU Student Online Services area to participate. Instructions are located on the Ecampus website.

Your Feedback is greatly appreciated!
Assignments

Grading of Interactions and Projects
OSU's definitions and guidelines for quarter credits implies that 90 hours of your time will be needed to read and understand the lecture notes, participate in interactive activities, and complete work for this 3-credit course (that's 9 hours per week).

Interactions (80 points)
The focus on the weekly Discussions of Readings not only to read but to improve research skills. Students will view, listen to, and read required articles and documentaries as well as search for others using key search phrases (research). Students will discuss their ideas and those articles with each other in 6 discussions. Topics include social media, social constructions and gaps, mainstreaming for equality, feminist pedagogy, art and technology, the gender lens, cyborg theory, and gender and finance. (8 points each)

Students will review, score, and ask questions about other students' projects in two other Discussions of Readings in Canvas. (8 points each)

Much of this reading and discussion will help develop your perspective needed to complete the projects.

Website Configuration and blogging (40 points)
Students will configure a Wordpress website in Chapter 2 to house three projects as well as weekly blog posts related to their progress. Detailed instructions are provided in the Chapters. Additional points are granted for adding color, photography, and news feeds. These are noted at the end of Chapter 2 and in the Tutorials area of the textbook.

Projects (80 points)
Students will complete three projects which explore the gendered nature of cultures as well as technology, educational, and financial institutions from around the world. One project focuses on a women technologist, another on a specific product, and another on your greatest dream. Research for the projects incorporates sources from the Discussion of Readings as well as academic and popular sources relating to specific areas of research. The projects will be presented in the Wordpress website.

Click on the project names below to read descriptions, scoring criteria, examples, and detailed instructions.

Cultural Research (40 points)
- Research and your original writing on an historical or modern female technologist from another country/culture.

Gender Lens (30 points)
- Research, analysis, and your original writing on a product's Timeline Factors and Social Factors.

Financial Analysis (10 points)
- Use a spreadsheet, database, and/or accounting software to analyze the cost of financing one of your biggest dreams.

The first two projects will be submitted as PDF files in Canvas' TurnItIn Function, so that the instructor can check for plagiarism and score using a rubric.

Updated September 13, 2017 © 2004-2017 Pam Van Londen