

[LMC 3304] Syllabus

[LMC 3304: Science, Technology, and Gender 3 credits.]
[Fall 2026]

Instructor Information

Instructor

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General Course Information

Description

[Examines specific philosophical, scientific, and cultural texts to determine the role that gender has played in the scientific and technological knowledge, currently and historically.
Satisfies Humanities and Ethics Requirements.]

Course Learning Outcomes

[Upon successful completion of this course, you should be able

To understand the roles of women and men in the history of science and technology

To appreciate ethical issues related to the participation of individuals in science and technical fields

To acknowledge ethical and social issues relevant to the study of science, technology, and gender

To improve critical analysis of cultural representations]

Required Course Materials

[Required/purchase at Georgia Tech Barnes & Noble Bookstore:

Technocreep and the Politics of Things Not Seen. Eds. Neda Atanasoski and Nassim Parvin. Duke UP, 2025. \$36

Required/PDFs online in Canvas:

David Noble, *World Without Women*, chapter 10: "Women in a World Without Women. . .," Knopf, 1992: 244-78, 310-13.

Margaret Rossiter, *Women Scientists in America*, v.1, chapter 4: "A Manly Profession." Johns Hopkins University Press, 1984: 73-99.

Regina Markell Morantz-Sanchez, "The Female Student Has Arrived: The Rise of the Women's Medical Movement," *Send Us a Lady Physician: Women Doctors in America, 1835-1920*. Norton, 1985: 59-69.

Darlene Clark Hine, "Co-Laborers in the Work of the Lord: Nineteenth-Century Black Women Physicians," *Send Us a Lady Physician: Women Doctors in America, 1835-1920*. Norton, 1985: 107-20.

Sue Wells, "Forbidden Sights," *Out of the Dead House*, U Wisconsin P, 2001: 194-201.

Autumn Stanley, "Women hold up two-thirds of the sky," *Sex/Machine*, Ed. P. Hopkins. Indiana University Press, 17-32

Virginia Scharff, "Femininity and the Electric Car," *Sex/Machine*, 75-88.

Michelle Martin, "The Culture of the Telephone," *Sex/Machine*, 50-74.

Margot Lee Shetterly, *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*, chap. 9: "Breaking Barriers" & chap. 10 "Home by the Sea." William Morrow, 2016, 77-105.

Mar Hicks, "Hacking the Cis-tem: Transgender Citizens and the Early Digital State. *IEEE Annals of Computing* (2019). 14 pages.

Deborah Johnson, "Is Social Justice in the Scope of Engineers' Social Responsibilities," *Engineering ethics: Contemporary and enduring debates*, 2020, 156-176.]

Grading Policy:

[Written assignments (including Responses to Discussion prompts) should be posted to Canvas Assignments. Late assignments will not be accepted unless a student makes an arrangement with the instructor in advance of the due date. All assignments will earn points equivalent to percentages of the final grade. Grades will generally be posted in Canvas within three days after the work is submitted, with the exception of the grade for attendance and participation, which will be posted at the end of term.

5 Responses to Discussion prompts in Canvas: 10% each, totaling 50% of final grade

1 oral report: 10% of grade

Group film paper: 20% of final grade

Attendance & class participation: 20% of final grade]

Description of Graded Components

[5 (200-250-word) Responses to Discussion prompts in Canvas: 10% each, totaling 50% of final grade

1 (5-10-minute) oral report on critical text: 10% of grade

12-15-page Group paper about a film that considers gender in science/technology: 20% of final grade

Attendance & class participation: 20% of final grade

GRADING SCALE: 90-100=A, 80-89=B, 70-79=C, 60-69=D, less than 60=F]

USG Required Course Policies

Attendance and/or Participation

[**ATTENDANCE IS REQUIRED:** In-person class discussions of the course readings and of student responses to these readings are significant components of the course; participating in discussions will help students prepare written assignments and presentations. You are expected to attend ALL class meetings, although two unexcused absences will be allowed. Excessive absences could affect your final grade. Submit appropriate documents for medical, athletic, religious, or other justified absences. **Extended** absences away from campus for family, medical, or legal reasons should be reported to the instructor and the GT Office of Student Life <https://studentlife.gatech.edu/resources/class-attendance> Even if you miss participating in an in-person discussion, you should read the required material for that day, review the day's agenda

in Canvas Pages, and prepare the response to the Discussion prompt or turn in any written assignment that is due. You should be prepared to participate in discussions by reading carefully and noting topics and questions we should consider during class. Each day's reading should take about 90-120 minutes to complete; concentrate on identifying the main ideas of each text and how they relate to our course subject: political issues in different fictions, including the publication circumstances and the receptions accorded these works. Report topics in Canvas can help you develop comments and questions to contribute to class discussions.]

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

Additional Georgia Tech Required Policies

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Inclement Weather and Digital Learning Days

[If weather or other circumstances require our class to meet online OR if the instructor is unable to meet the class because of illness, information about remote mode or cancellation will be distributed via Canvas Announcements. Make sure you are signed up to receive these messages in a timely fashion.]

Student Use of Mobile Devices in the Classroom

[You should bring the assigned text to class so that we can discuss it. Mobile devices to access course texts and Canvas are permitted in class.]

Campus Resources for Students

Undergraduate Student Academic Success Resources:

[A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Student Well-Being:

[“At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide.gatech.edu)

More resources on supporting student well-being on the syllabus and beyond are available through the [Learning Well Initiative](#).