

# Gender, Science, Technology, and Public Policy

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Last Updated: Tue, 01/13/2026

**Course prefix:** PUBP

**Course number:** 4214

**Section:** SS

**CRN (you may add up to five):**

35035

**Instructor First Name:** Mary

**Instructor Last Name:** Fox

**Semester:** Spring

**Academic year:** 2026

**Course description:**

This class focuses on the importance of participation and performance in science and engineering, and factors that shape these.

**Course learning outcomes:**

1. This is a seminar/discussion class – that means our class revolves around active participation.

2. Everyone attends and participates in each session.

In order to participate, everyone reads the materials thoroughly prior to the session.

3. Each participant has more primary (as well as the collective, shared) responsibility for two sessions.

For these two sessions, the discussion leader(s):

- a) organize issues,
- b) raise questions,
- c) identify “takeaways” on the topic, and
- d) guide the discussion.

The session topics will be sent ahead by email, and each participant can rank-order preferences for topics on which they lead.

4. Each participant writes two short papers (8 double-spaced pages) addressing a given topic\* and the accompanying readings:

- a. central research issues posed on the topic/readings;
- b. central methods involved (e.g., survey research, analysis of documents and/or text, interviews, participant-observation);
- c. research controversies and areas of dispute;
- d. leading questions for continuing research on the topic.

*Topic is a subject corresponding to a given date/session.*

The short papers cover each of the four areas (a-d) above, and the papers work most successfully when you divide the paper into each of the four areas to assure that each area is covered.

NOTES on short papers:

- a. Short papers may be on the same topic/readings addressed as discussion leader (3. above) but do not need to be.
- b. At least one of the short papers needs to be on subtopics ranging from **Jan. 21 to March 4.**

This gives earlier experience with the papers and the opportunity for feedback. The other of the two short papers may be on any topic ranging from **Jan. 21 to April 15.**

- c. Short papers are due: the day/time for a session on a given topic/set of readings.
- d. Please Note: You may rewrite and resubmit one of your short papers as a way to improve. The resubmission is within 10 days of receiving feedback on your paper.

5. In addition, each participant with class credit at 8813 level writes a third paper (10-12 pages, double-spaced) following the format above (4.) for one of the topics in the course outline, or on another topic of choice.

Or you may choose another format for the third paper. If you choose another format, please discuss ahead.

For class credit at 4214 level, the third paper is optional.

The third paper is due: **Monday, May 4, 12 noon - send as an attachment via email.**

### **Required course materials:**

The following books may be purchased from your place of preference (good values are available—see buying options on sites), each is a classic – and we read parts/selections of these:

- Evelyn Fox Keller. *A Feeling for the Organism: The Life and Work of Barbara McClintock.*
- Leslie Perlow. *Finding Time.* Cornell University Press, 1997.
- Yu Xie and Kimberlee Shauman. *Women in Science: Career Processes and Outcomes.* Harvard University Press, 2003

### **Grading policy:**

For 8813 level and 4214 level, if you include the third paper:

Seminar/organization & facilitation of discussion (2) 20% each/40% total

Papers (3) 20% each/60% total

For 4214 level, without third paper

Seminar/organizer & facilitation (2) 20% each/40% total

Papers (2) 30% each/60% total

**Attendance policy:**

Everyone attends and participates in each session.

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.