WGS/PHIL 289-01D
Science and Gender
New Mexico Tech
Spring 2021
MWF 11:00-11:50 AM
Distance Education (Online, Synchronous via Zoom)

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Pronouns: he/his
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Online Office Hours: TBD and by appointment in my personal Zoom room: https://zoom.us/my/cchoglueck

Figure 1: Where do you see “gender” in this illustration? How is “nature” represented?
Is nature “gendered”? Is gender “natural”? 

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1. Course Description

Science informs, and is informed by, our understanding of the nature of sex, gender, and sexuality. Scientists search for the fundamental causes of apparent sex differences and sexual desire in humans, often in terms of “nature or nurture,” genes or environment. Yet, science itself is shaped by our cultural norms, gender politics, and social hierarchies—often for the worse. Women have historically been marginalized within scientific professions, and many of their intellectual achievements, especially for women of color, have been erased or stolen by men. Furthermore, under the guise of “objective science,” Western medicine has pathologized homosexuality, trans* identity, and other forms of queerness and gender non-conformity as “abnormal.”

In turn, feminists have criticized science for its sexist, heteronormative, and racist biases; its lack of objectivity and diversity; and its tight alliances with industrial and imperial powers. These problems raise serious philosophical questions: Can science ever provide an “objective” understanding of nature and reality, and if so, how should we handle biases and values? Does science have any emancipatory potential, or does it merely reinforce social inequalities? How should we transform medicine to better serve marginalized groups?

This course introduces students to conversations across the fields of gender studies and philosophy, especially in feminist philosophy of science, Black feminist thought, postcolonial feminisms, queer science studies, and disability studies. Students explore the interplay between science and gender, with special attention to intersections of sexuality, race, and ethnicity. In Part I, we analyze the concepts of “sex” and “gender” by investigating the history of debates over the internal/external causes of so-called “sex differences.” Part II prompts students to think more broadly about gender in science in debates over bias, values, and scientific objectivity. In Part III, the class delves into critical approaches to biomedicine, including battling breast cancer and HIV/AIDS, seizing the means of reproduction, and queering medicine. In workshops, students will develop the skills of logical reasoning, analytic writing, scientific criticism, and scholarly research. Along with regular participation, assignments include leading discussion and writing think pieces, 2 short papers, and a final paper.

1.1. Mode of Instruction

This course will be fully online. Students should check Canvas regularly for announcements and for weekly modules. Classes will be primarily synchronous (live) via Zoom, for 50 minutes at the scheduled class time on Mondays, Wednesdays, and Fridays (11:00-11:50 AM):

- Join URL: https://zoom.us/j/99141115257?pwd=RVI0ZTlEWGxxRzA4YWt5QmUxYj1DUT09
- Meeting ID: 991 4111 5257
- Passcode: 027167
- Phone dial-in: +1 (346) 248 7799

We will have a mix of lecture, small group discussion, and large group discussions, along with several workshops. Students are expected to attend and contribute to class discussion. Every class will be recorded and posted for students who need to watch it at a later time. All assignments will be done through Canvas. Because this is a fully online course, students will conduct group work for their final project exclusively online. Periodically (and if the professor
gets sick), we may have asynchronous classes, with short recorded lectures and online discussion boards on Canvas. Because this is a distance education course and to avoid in-person exposure, all group work should be conducted virtually.

### 1.2. Pre-requisites

None

### 1.3. Place in Curriculum

This class satisfies the requirements of an Area 4 (social and behavioral sciences) or Area 5 (humanities) course in the New Mexico General Education Curriculum and focuses on the following Essential Skills: communication, critical thinking, information and digital literacy, and personal and social responsibility. For more on the New Mexico Tech General Education Curriculum and how these essential skills are assessed, please visit the following website: [https://www.nmt.edu/academicaffairs/assessment/gened.php](https://www.nmt.edu/academicaffairs/assessment/gened.php). For more on the New Mexico General Education Requirements, please visit the following page in the NM Higher Education Department website: [https://hed.state.nm.us/resources-for-schools/public_schools/general-education](https://hed.state.nm.us/resources-for-schools/public_schools/general-education). In addition, this course satisfies 3 credits toward a Philosophy minor or a Science, Technology, and Society minor: [https://nmt.edu/academics/class/minors.php](https://nmt.edu/academics/class/minors.php).

### 1.4. Course Learning Outcomes

By the end of class, students will be able to:

- **Construct** and clearly **communicate** arguments about sex/gender/sexuality and science; and **defend** their judgments with charity and without logical fallacies;
- **Write** and **research** essays about contemporary scientific debates over gender with analytic structure that engage with popular and scholarly conversations;
- **Recognize** how human cultures and value judgments shape the process of science and the practice of medicine, including dichotomies (e.g., nature/culture, sex/gender), biases (e.g., heteronormativity, Eurocentrism), and standpoints (e.g., Black feminism, disability rights);
- **Evaluate** critically scientific studies in terms of their assumptions about sex, gender, sexuality, etc., and their methodology; and **analyze** how to improve their theories, inferences, and objectivity.

### 1.5. Required Texts

   
   Paperback from NMT Bookstore: $28.60 new or $22.90 used

   
   Paperback from NMT Bookstore: $14.00 new or $11.20 used
   or download EPUB from [RedShelf](https://www.redshelf.com) ($9.99)

If you are unable to secure copies, email the professor ASAP.

All other readings & assignments will be available electronically on Canvas or online.
2. Course Grading & Requirements

The total points for the class (100%) are broken down into 6 categories:

1. Participation & Attendance (20%): attend and contribute to live synchronous classes, including large- and small-group discussion, and online forums (3 “freebies” for unexcused absences).

2. Think Pieces (20%): for each week, write a reflection paper about an idea or question raised (1-2 pages, with 3 “skips”).

3. Discussion Leader (10%): in pairs, give a short presentation (5 minutes) on a news article/op-ed related to the chosen week’s themes, and moderate a class discussion with prepared questions.

4. Analytic Papers (20%): write 2 analytic essays on a chosen reading, using AOR structure (2 full pages plus citations, 10% each).

5. Final Paper (30%): research, write, and revise a paper critically analyzing one scientific study or emerging technology from the past decade related to course themes (includes 1-page proposal and 5- to 7-page paper).

6. Extra Credit (+2%): write a reflection on a talk/topic approved by the professor (2 full pages).

2.1. Participation & Attendance

To facilitate active learning, the course is highly interactive and discussion-based, so regular attendance and engaged participation are required. Everyone is expected to attend every class and participate with other students in small and large groups and on discussion boards. Regarding attendance, Students are allowed 3 unexcused absences (“freebies”). Additional unexcused absences will result in the loss of participation points (minus 1 of the total 20). An excused absence is one that has been arranged between the student and the professor. (Valid excuses include persistent technical problems with Zoom, hospitalization/serious illness, occupational/educational duties, family emergencies, triggering content, and religious holidays.) Students are responsible for communicating with the professor via email/Canvas. For all absences, students should watch recorded classes on Canvas. If students are having persistent technical issues with Zoom, they should contact the professor to figure out how to improve their attendance and participation (e.g., using a phone to dial-in).

Participation is crucial for students’ abilities to recognize and engage with class topics, develop their own beliefs, and explain them to their peers. During synchronous Zoom classes, audio and video are expected (students can use smartphones or call in without a computer). Students should engage with their small groups each class and make at least one contribution to the larger discussion each week. For any asynchronous classes, students are to participate in online discussion on Canvas. Post a reflection and question for your peers, and then make one reply (each worth ¼ of a participation point).

2.2. Think Pieces

Regular reflections provide students with practice comprehending written texts and analyzing their arguments, thus enabling students to ask critical questions and distinguish their own views from those of others. Starting the third Friday of the semester, each week students will submit a
“think piece” on Canvas. Every think piece should be 1-2 pages (double spaced, 1” margins, 12 pt. font) and include the following three elements:
1) raise one idea from the week’s assigned materials and explain it charitably;
2) discuss your own thoughts about it, including any strengths or weaknesses, objections, or relevant personal experience;
3) conclude with critical questions for the author and the class, particularly philosophical and open-ended ones.

Students have 3 “skips” to pass on writing the 11 assigned think pieces (thus, only 8 are required): one skip for their turn leading discussion (see 2.3) and two other skips for any time. (To use a skip, simply do not submit a journal on Canvas.) These exercises facilitate comprehension, promote charitable reading, and develop critical thinking. The instructor will grade these journals in three tiers: 100% (A) for imaginative and shrewd, 92% (A-) for perceptive and discerning, and 85% (B) for shallow or incomplete. For late entries, students receive 3/4 credit (75% C).

2.3. Discussion Leader

One Friday during the semester, each student will take a turn leading class discussion (in pairs). Starting the fourth week of class, student pairs will choose a week and facilitate discussion based on their own interests. Student-led discussions should consist of three parts: a short reading, a set of questions, and a brief presentation with discussion during the second half of class (20 minutes). First, the group will pick a short news article, blog, or op-ed related to the week’s assigned materials and topics. Students should contact the professor one week before their presentation date with ideas. Second, groups will prepare a set of open-ended questions for discussion. Groups are responsible for submitting their reading and questions to the professor by midnight on the Wednesday before their presentation. Third, the group will prepare and present a short oral presentation (3-5 minutes) about the reading and its relation to the week’s content, and then they will moderate discussion with their questions. Students will be graded solely in terms of completeness.

2.4. Analytic Papers

Students will write 2 analytic essays on the reading assigned during the course (at least 2 full pages plus citations, double spaced, 12-point font, 1-in margins). In these essays, students should pick a specific claim in one assigned material since the last paper. The essay should use the Argument-Objection-Response (AOR) structure (see Handouts 1 and 3):
1) Claim: pick a claim made in the material that you agree or disagree with, state it succinctly, and identify where it appeared;
2) Argument: state why you agree/disagree with it (the more reasons, the better);
3) Objection: identify a strong objection to your argument; and
4) Response: reply to that objection. (Repeat steps 2, 3, and 4.)

Papers should also state the theoretical or social significance of the issue and argument. Include at least 2 objections and responses, and use as many AORs as needed to complete 2 full pages. References should be in APA format (see research guide); citations do not count toward minimum page requirement. The aim of this exercise is to facilitate charitable reading, clear reasoning, and ability to engage constructively with objections. The professor will grade the papers for completeness, charity, and clarity (see examples on Canvas).
2.5. Final Paper

This is equivalent to a final exam. Each student will research, write, and revise a critical analysis of one scientific study, emerging technology, or social policy related to sex/gender differences, gender and bias in science, or gender/sexuality in medicine. Analyses must contain the following elements:

1) Find and describe a singular debatable piece of research, technology, or policy related to course themes from the past decade;
2) Take a critical stance toward one or more aspects of the research/technology/policy, based on its methodological, theoretical, or ethical problems;
3) Elaborate your position, drawing on course materials, outside knowledge, and personal experience;
4) Defend your position from strong objections with equally strong responses, and discuss broader implications.

The project involves three stages. **Stage 1:** Students will search for a scientific paper, current/proposed technology, or social policy that they find lacking in some aspect. The class will be instructed in scientific criticism and scholarly research in workshops 3 and 4. Students should find one scholarly source as their primary point of analysis, along with additional sources to support their arguments. Then, they will submit a 1-page proposal describing the study/technology/policy, two or more possible lines of critique, and their preliminary plans for research (see research guide). **Stage 2:** Students will analyze and write a draft analysis in which they take a critical position, elaborate their position, and defend it from objections (at least 5-7 full pages plus citations, double spaced, 12-point font, 1-in margins). This draft is due the last Monday before exams. In class, students will receive comments from their peers for improving their draft. **Stage 3:** Based on peer-review comments, and any comments from the instructor, students will revise their analysis according to the same elements as listed above (at least 5-7 full pages plus citations, double spaced, 12-point font, 1-in margins).

This exercise facilitates students’ abilities to practice reading science critically and communicating their own thoughts and to begin conducting independent research on issues of personal interest. The professor will grade presentations in terms of **completeness** of the paper (according to the above 4 elements), the **clarity** of argument, and the **resourcefulness** of their critique (including responses to peer comments).

2.6. Extra Credit

For two percentage points of extra credit toward their final grade, students may write a reflection paper on the issues raised by a talk/event during the semester (2 full pages, 12 points font, double spaced, 1 in. margins). Instead of merely summarizing the talk, the essay should focus primarily on the student’s own reflections, judgments, and evaluations of one or more issues raised related to gender studies/philosophy. The professor will post various talks and events that will work well for this assignment. Alternatively, students may request to write a reflection on something else, such as a documentary of their choice. Papers will be graded only for **completeness**.

2.7. Late Paper Policy

For all major papers, a late penalty of 1% per day (out of the assignment’s 100 total points) is
incurred on submissions past the due date. For instance, a paper turned in 10 days late has a starting grade of 90%. For papers late by over 3 weeks, students are responsible for contacting the professor to arrange a plan for completion.

2.8. Final Grades

Final grades will be based on the percentage of total points earned (see Gradebook on Canvas): A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), D (69-60%), and F (<60%).

3. Notes from the Professor

I encourage all students to come by my virtual office hours in the beginning of the semester and personally introduce yourself. My office hours are a safe space; I am happy to help you work through any questions or problems that might arise related to the course or school more generally. Please approach me if you have any questions about the assignments, readings, grading, other aspects of the class, or gender studies/philosophy as fields of study (and the Philosophy minor). The best way to communicate with me is via email.

3.1. Course Policies for Respect and Equity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity the students bring to this class be viewed as a resource, strength, and benefit. I aim to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Given the sensitive and challenging nature of the materials discussed in class, it is imperative that there be an atmosphere of safety, inclusiveness, and equity in the classroom. Accordingly, we will follow the advice of the writer James Baldwin:

We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.

In line with this, students are also expected to promote respectful inclusiveness, especially in the face of differences, disagreement, and discrimination. Accordingly, certain disagreements, e.g., over the humanity, value, or abilities of marginalized groups, are disrespectful, unfair, and against our ground rules. As the instructor, I will attempt to foster an environment in which each class member is able to hear and respect each other.

Relatedly, students are expected to adopt a policy of step forward; step back: In order for everyone’s voice to be heard, students who tend to dominate discussions should attempt to “step back” so that other students may participate and contribute to discussion; students who tend to keep quiet during discussions should attempt to “step forward” and let the class benefit from their contributions. In any discussions, all students are encouraged to ask questions and engage fellow students in a respectful manner that facilitates an interdisciplinary setting. Students should also have respect for their fellow classmates and refrain from repeating sensitive or confidential discussions outside of the classroom.
3.2. Land Acknowledgement

We would like to acknowledge that our campus stands on the traditional territory taken from the Piro Pueblo peoples, including the Pueblo of Tzelaqui/Sevilleta. We extend our appreciation for the opportunity to live and learn on their territory. Settler colonialists squatted on this land, violently expelled and exterminated the Indigenous peoples from their home lands, and forcibly moved them to reservations. These injustices were accomplished under false white-supremacist ideologies about the allegedly “simple, uninformed, inferior people” (see US vs. Sandoval 1913, for Supreme Court case related to NM). Please visit https://indianpueblo.org/new-mexicos-19-pueblos/ to learn more about these Indigenous nations, their culture, and their sovereign government.

3.3. Disability and Accommodations

I want this class to class to be accessible for each student to flourish with their unique abilities. New Mexico Tech is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodations are invited to make their needs known to the Office for Disability Services (ODS) as soon as possible. To schedule an appointment, please call 575-835-6209, or email disability@nmt.edu.

3.4. Counseling Services

Your mental health and experience in this class is important to me. New Mexico Tech offers individual and couples counseling, safety assessments, crisis intervention and consultations through The Counseling Center. These confidential services are provided free of charge by licensed professionals. For more information, please call 575-835-6619, email counseling@nmt.edu or complete an Intake Form on our website at https://www.nmt.edu/cds/. All services are provided via phone or Zoom during the COVID-19 pandemic.

3.5. Academic Dishonesty

Students are expected to submit their original work on quizzes, papers, and other assignments. They must acknowledge any use (in part or full) of someone else’s work with proper citations (in APA style). The instructor will not tolerate either plagiarism or cheating, which will result in an automatic failing grade on the assignment and/or the class. New Mexico Tech’s Academic Honesty Policy for undergraduate students is in the Student Handbook: https://www.nmt.edu/studentlife/dos/NMT%20Student%20Handbook%202019-20.pdf. Students are responsible for knowing, understanding, and following this policy.

3.6. Title IX Reporting (Sex/genre-based Discrimination)

Sexual misconduct, sexual violence and other forms of sexual misconduct and gender-based discrimination are contrary to the University’s mission and core values, violate university policies, and may also violate state and federal law (Title IX). Faculty members are considered “Responsible Employees” and are required to report incidents of these prohibited behaviors. Any such reports should be directed to Tech’s Title IX Coordinator (Dr. Peter Phaiah, 20D Brown Hall, 575-835-5187, titleixcoordinator@nmt.edu). Please visit Tech’s Title IX Website
4. Important Dates and Deadlines (subject to change)

1/22: Skills Workshop 1 (Logic)
2/5: First Think Piece due (repeated each week)
2/12: First Student-led Discussion (repeated each week)
2/22: Skills Workshop 2 (Analytic Writing)
3/1: Analytic Paper 1 due
3/24: Skills Workshop 3 (Scientific Criticism)
3/31: Skills Workshop 4 (Scholarly Research)
4/7: Analytic Paper 2 due
4/12: Final Paper Proposal (Stage 1) due
4/26: Final Paper Draft (Stage 2) due
5/3: Revised Final Paper (Stage 3) due
5/4 (optional): Extra-credit due
5/4: Late Assignments due (by midnight)

5. Detailed Course Schedule

Required readings/prep (—), expected in-class activities (>), and assignment due dates (*); noting that content warnings (CW) are marked with double asterisks (**):

Week 1:
Introduction to Science & Gender

[M 1/18: MLK]

W 1/20: Course Introduction
> In class: Review the syllabus
*Due (before class): Introduce yourself to the class by posting on the Canvas discussion board.

F 1/22: Workshop on Logic
—Review: Handout 1 on Basics of Logic
—Review: Handout 2 on Common Logical Fallacies
> In class: Skill Workshop 1 (Logical Reasoning)
Part I:
Sex Differences: Nature or Nurture?

Week 2:
Sex, Biology, and Sexuality

M 1/25: The Notorious Case of Women’s “Hysteria”

W 1/27: Sexual Desire & “Anatomy is Destiny”

F 1/29: Becoming a Woman

Week 3:
Gender, Culture, and Queerness

M 2/1: Gender as Performance
> In class: Activity on Principle of Charity

W 2/3: Queer Sexuality and Gender Identity

F 2/5: Gender as Western Colonial Construct
*Due: Think Piece 1
*Due (midnight): Rankings for Discussion Leader
**Week 4:**

**Male, Female, and Intersex**

**M 2/8: Beyond Binaries**

**W 2/10: “Fixing” Intersex Genitals**

**F 2/12: How Many Sexes?**

> In-class: First student-led discussion, on intersex, trans*, and non-binary today

*Due: Think Piece 2

**Week 5:**

**Gendering Brains and Neuroscience**

**M 2/15: Cognitive Differences and Scientific Facts**

**W 2/17: Equality and Difference in Neuroscience**

> In class: Student-led discussion on gender in cognitive neuroscience today

*Due: Think Piece 3

[F 2/19: No Class]

**Week 6:**

**Developing Sex/Gender/Sexuality**

**M 2/22: Workshop on Analytic Writing**
—Review: Handout 3 on Two Examples for Writing Analytic Arguments

> In class: Skills workshop 2 (Analytic Writing); and assign Analytic Paper 1 (due 3/1)

**W 2/24: Dynamic Systems and Gender/Sex Identity**

**F 2/26: Distributed Mind and Extended Sex**

*In class:* Student-led discussion on development of sex/gender/sexuality today

*Due: Think Piece 4*

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**Part II:**

**Gender & Bias in Science**

**Week 7:**

**Gendering Science & Nature**

**M 3/1:** Documentary on Women’s Experiences in the Sciences [No Class Meeting]

—Watch**: (on your own time): *Picture a Scientist*. Directed by Sharon Shattuck and Ian Cheney, 2020 (Uprising Production). Documentary on women’s “own experiences in the sciences, ranging from brutal harassment to years of subtle slights.”

**CW**: Testimonials of sexual and gender-based harassment in the workplace.


**CW**: transphobia, depression, suicide

*Due: Analytic Paper 1*

[Date TBD: (Optional) Campus-wide discussion on *Picture a Scientist*]

**W 3/3:** Masculine Science and the Death of Nature


**CW**: Descriptions of sexual violence in Francis Bacon’s writings.

**F 3/5:** Postcolonial Development and the Feminine Principle


*In class:* Student-led discussion on gendering science & nature today

*Due: Think Piece 5*

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**Week 8:**

**Reality & Bias in Science**

**M 3/8:** Reality and Scientific Sexism


**W 3/10:** Androcentric Assumptions and Female Sexuality

**F 3/12: Scientific Racism and Social Science**

> In class: Student-led discussion on gender & bias in science today

*Due: Think Piece 6

Week 9:
**Feminist Standpoint Theory**

**M 3/15: Intersectional Oppression and Black Feminist Standpoint**

**W 3/17: “The View from Nowhere” and Partial Perspectives**

**F 3/19: Explaining Successes of Feminist Science**

> In class: Student-led discussion on feminist science today

*Due: Think Piece 7

Week 10:
**Scientific Objectivity and Criticism**

**M 3/22: Interactive Objectivity and Underdetermination**

**W 3/24: Workshop on Reading Science Critically**


In class: Skills Workshop 3 (Scientific Criticism); and assign Analytic Paper 2 (due 4/7)

F 3/26: Strong Objectivity and Standpoint Epistemology

> In class: Student-led discussion on scientific objectivity and criticism today

*Due: Think Piece 8

**Part III:**
**Gender, Health, and Medicine**

**Week 11:**
**Battling Breast Cancer**

M 3/29: Intersecting Identities and Experiences of Illness

W 3/31: Workshop on Research with librarian Sarah Obenauf
—Review: Library course research guide

> In class: Skills Workshop 4 (Scholarly Research); assign Final Paper (proposal due 4/12)

[F 4/2: No Class, Academic Holiday]

**Week 12:**
**Resisting HIV/AIDS**

M 4/5: Surviving Cancer, Mourning the Breast

> In class: Student-led discussion on battling breast cancer today

W 4/7: Documentary on AIDS Activism
—Read: none

*Due: Analytic Paper 2

F 4/9: Resisting HIV/AIDS
—Read: none
> In class: Student-led discussion on resisting HIV/AIDS today

*Due: Think Piece 9

**Week 13:**
Seizing the Means of Reproduction

M 4/12: Eugenics, Disability, and Reproductive Rights
*Due: Final Paper Proposal (Stage 1)

W 4/14: Preventing Pregnancy and Reproductive Justice

F 4/16: A Pill for Cisgender Men?
*Due: Think Piece 10

**Week 14:**

**Queering Health**

M 4/19: Gender Dysphoria and Trans Experiences

W 4/21: Psychiatric Disease and Queer Pathologies

F 4/23: “Curing” Disability, Ensuring Heterosexuality
*Due: Think Piece 11

**Week 15:**

**Course Conclusion**

M 4/26: Peer-Review of Drafts
—Read: none
*Due: Final Paper Draft (Stage 2)
W 4/28: Student Choice Topic (TBD)
---Read: none
> In class: Student-led discussion on topic TBD

F 4/30: Bringing It All Together
---Read: none

[Sa. 5/1—R 5/6: Finals Week, No Class]
(Note: No final exam)

*Due M 5/3: Revised Final Paper (Stage 3)
*Due T 5/4 (optional): Extra Credit
*Due T 5/4: Late assignments (by midnight)

Disclaimer:
The content of this syllabus is subject to change. The instructor will notify students in class and via Canvas of any changes with prior warning.

6. About the Professor

I am the Assistant Professor of Ethics at New Mexico Tech. I specialize in philosophy of science, biomedical ethics, and feminism. My research and teaching lie at the intersection of science and values, particularly the philosophical issues raised by pharmaceutical drugs. My main line of research explores how values and gender norms shape drug regulation at the US Food and Drug Administration (FDA), involving reproductive health and the labeling of drugs, as well as the consequences for women's health and reproductive justice. I also study how values influence biomedical research on male birth control.

Through philosophy, I work on socially relevant issues in health equity, public policy, and industry-funded research. To engage a broader audience, I write essays about public philosophy and science communication. To get outside my head, I climb rocks and read comics. My daily struggle is keeping house plants (likes terrariums and bonsai trees) alive in the desert climate of New Mexico—which is much less cooperative than my original home, New Orleans, LA.

I offer several philosophy courses for undergraduates involving ethics and values in science, for both general education and degree requirements in biology, computer science, and IT. I also teach gender studies courses about feminism and sex/gender in science. I am the primary adviser for philosophy minors in the CLASS department. Course offerings include:

- PHIL 130: Ethics in Science and Engineering, offered regularly.
- GNDR/PHIL 289: Science & Gender, offering in spring 2021
- PHIL 342: Philosophy of Bioethics, offered in the fall.
- PHIL/CSE/IT 382: Ethics in Computing and Information Technologies, offered in the
spring.

For syllabi and more, see my website at:
http://nmt.edu/academics/class/faculty/cchogleuck/index.php.