





Women and Gender Studies (WGST) 350

Gender, Science, and Technology (Revision 1)

Status: Replaced with new revision, see the [course listing](#)  for the current revision 

Delivery mode: [Individualized study online](#) 

Credits: 3

Areas of study: Arts or Social Science

Prerequisites: None. An introductory level WGST course is recommended.

Precluded: [WGST 547](#), [WGST 447](#), [WMST 446](#), and [WGST 446](#).

Challenge: WGST 350 has a challenge for credit option.

Faculty: [Faculty of Humanities and Social Sciences](#) 

Overview



Science and technology play dominant roles in contemporary societies, yet women remain underrepresented in almost all subfields of science, technology, engineering, and mathematics (STEM). Not only do they enter these areas in far lower numbers than men, but their rates of retention and persistence are much lower at all stages of education and careers—a phenomenon often described as the “leaky pipeline.”

This course introduces students to a range of theories and empirical research that critically examine the gendered cultures and norms that have shaped science and technology over the past 100 years. The experiences of men and women in STEM educational settings and workplaces are then examined closely. Finally, the course considers some of the steps taken to remove barriers and create opportunities for inclusivity and diversity.

Outline


- Unit 1—Women in STEM: A History and Overview
- Unit 2—Gendering Our Analysis
- Unit 3—The Gendered Cultures of STEM Education
- Unit 4—Gender in the STEM Workplace
- Unit 5—Negotiating Change

Evaluation


To **receive credit**  for this course, students must complete all the assignments and achieve a minimum grade of D (50 percent) on Assignment 4 and an overall grade of **D (50 percent)**  or better for the entire course.

Activity	Weight
Assignment 1: Oral Review	20%

Activity	Weight
Assignment 2: Written Review	30%
Assignment 3: Report Proposal	15%
Assignment 4: Major Report	35%
Total	100%

To learn more about assignments and examinations, please refer to Athabasca University's [online Calendar](#) .

Materials

Bystydzienski, J. M., & Bird, S. R. (Eds.). (2006). *Removing barriers: Women in academic science, technology, engineering, and mathematics*. Bloomington, IN: Indiana University Press.  (Print)

Other Materials

All other course materials, including the Study Guide, can be found on the course website.



Challenge for credit

Overview

The challenge for credit process allows you to demonstrate that you have acquired a command of the general subject matter, knowledge, intellectual and/or other skills that would normally be found in a university-level course.





Full information about [challenge for credit](#)  can be found in the Undergraduate Calendar.

Evaluation

The Challenge for Credit has two components: short essay responses and a major research essay. To **receive credit**  you must complete both components and achieve a grade of **D (50 percent)**  or higher on each activity. Credit will be awarded as either a pass or a fail.

 **Challenge for credit course registration form**

Important links

- › [Academic advising](#) 
- › [Program planning](#) 
- › [Request assistance](#) 
- › [Support services](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Opened in Revision 1, September 13, 2018

Updated June 13, 2024
