

Professor: Erika Lorraine Milam
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Class Meetings: T/Th 9:30-10:45am, TLF 1101



Dr. Marie Stopes in her laboratory (1932)

Course Description: How have women served both as subject to and producers of scientific research? How has science constructed our visions of masculinity and femininity? What has the influence of feminism been on the ways we analyze and think about the practice, theories, and history of science? How has our understanding of gender and self changed as a result of changing scientific theories? This class explores answers to these questions through a series of thematic readings grouped into two large categories: the scientific construction of gender, and the gendered construction of science (and scientists).

Course Goals: This class is designed to help you develop a set of analytical tools with which to interrogate the cultural history of gender and science.

Course materials:

All readings will be made available on the class Blackboard site, with the exception of one book:
Michel Foucault, *History of Sexuality, Vol. 1* (1976) ISBN: 9780679724698

Any reprint edition of this book is acceptable.

Structure of the Class: On Thursdays, I will lecture about the social, political, and scientific context for the week's historical readings—feel free to ask questions at any time during lecture. The following Tuesday, we will discuss the readings assigned for that week. Each discussion will build from the readings, lecture, and discussion questions distributed the previous week.

Because this course revolves in good part around discussion, its success depends on you having read the material carefully and being willing to talk about it. We will read both primary sources (scientific writings by participants at the time) and secondary sources (writings by historians and scientists reflecting on and analyzing what happened after the fact).

- Each week I will provide a set of reading questions for the material. You will turn in a reaction paper that addresses these questions 3 times over the course of the semester. I have divided the class into three groups (X, Y, and Z), and the weeks you are to turn in reaction papers are noted on the syllabus. Reaction papers should be about 750-1000 words (3-4 pages) and are due Mondays by 6pm to milam@umd.edu.

- In addition to turning in the weekly writing assignments, you will be expected to participate in the Tuesday discussion.
- There will be one critical essay assignment, 1500-2000 words (about 6-8 double spaced pages in Times New Roman 12 point font).
- You will also write a ~12-page research paper over the course of the semester. An annotated bibliography and statement of topic is due about two-thirds of the way through the semester. Your final paper is due on the last day of class.

Grades:

Grades will be based on a combination of reading responses (20%), discussion (20%), and critical essays assignments (60%)

Weekly reading responses	20 pts
Participation in discussions	20 pts
Critical Essay	20 pts
Topic & Annotated Bibliography	15 pts
Research paper	25 pts

Grading Criteria:

Participation in discussions—

The extent to which you actively participate in discussion, either by contributing useful comments or asking good questions, will form the basis of your discussion grade.

- A – You are engaged in the course discussion each week and reliably contribute at least one question or comment per class that concretely relates back to the questions and issues raised in the readings.
- B – You are usually engaged in the course discussions and frequently contribute comments in class, most of which are related to the questions and issue raised in the readings.
- C – You are occasionally engaged in the course discussions. Although you sometimes have on-point ideas to say, at other times your contributions are tangential to the larger questions raised each week in class.
- D – You are infrequently engaged in the course discussion.
- F – You act aggressively bored by class.

Reading Responses—

Please see the “Reading Response Guidelines” available on Blackboard for further details.

- A – You provided a succinct encapsulation of authors’ main narratives and arguments, and further took the time to reflect on whether (and on what basis) the authors’ analytical framework, narrative, and conclusions are justified and/or useful ways of thinking about the questions raised by the readings.
- B – You provided a succinct encapsulation of the authors’ main narratives and arguments, and began to articulate a personal “reaction” to the papers (you were found them persuasive or unpersuasive) but had difficulty explaining the basis for your reaction.
- C – You summarized the main narrative of the readings for the week, but had difficulty teasing out the authors’ arguments about why the central narrative is important and differs from what others have said in the past.
- D – You address only a portion of the readings in your paper or have largely misunderstood the main narrative for the week.

- F – You address only a portion of the readings in your paper and have largely misunderstood the main narrative for the week.

Critical Essays—

More information about the specifics of each critical essay will be forthcoming during the semester. In general, however, your critical essays will be evaluated according to the following criteria:

- Is the essay well informed?
- Do you have a well-defined argument you want to make (your thesis)?
- Is the logic and development of your argument sound?
- Is there a serious consideration of counter-arguments?
- How is your writing style?
- Have you appropriately documented your sources?

Academic Integrity and Honor Pledge:

The University has approved a Code of Academic Integrity (<http://www.shc.umd.edu/code.html>) which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well.

The following University of Maryland Honor Pledge, approved by the University Senate, should be handwritten and signed on the front page of all papers, projects or other academic assignments submitted for evaluation in this course: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Disabilities, Religious Holidays, Absences, Late Policy:

If you have a documented disability and require special accommodations, please contact the instructor for the course within the first two weeks of class. If I do not hear from you within the first two weeks, I will assume that you do not have a documented disability and do not require special accommodations. Students who seek special accommodations due to disabilities must set up an appointment with the Disability Support Services in the Counseling Center (Shoemaker 0126), 301.314.7682. For more information, consult the DSS website: <http://www.counseling.umd.edu/DSS/>

Religious observance, athletic events, and other extra-curricular activities: Please inform the professor of any *intended absences* at the beginning of the semester. The University System of Maryland policy provides that students not be penalized because of observances of religious beliefs, but rather shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed due to individual participation in religious observances. It is your responsibility to inform the instructor at the beginning of the semester if you are going to miss any assignments due to religious observances. If I do not hear from you during the first two weeks of class, I will assume that you will not be absent from class due to religious observances, athletic events, or any other scheduled activity.

If for any family or medical reason you find it absolutely necessary to miss an in-class examination, you must contact me *before* the examination and have me consent to your absence if you wish to take a make-up exam.

If the University of Maryland officially delays or closes the university due to inclement weather, I will make an announcement via Blackboard explaining how the lecture schedule will be adjusted. If class does not meet on a day in which an assignment is due, that assignment will be due during the next scheduled class period.

In all other situations, late assignments will receive a 1/3 letter-grade deduction (e.g. a B becomes a B-) for each 24 hours they are late. After one week, the assignment will receive a failing grade. You must complete *all* assignments to be considered for a passing grade.

Email Policy:

Please do not send me email-messages regarding general issues such as assignments or deadlines. The classroom is the proper place to raise these issues and to discuss them together. I will answer emails only if they are signed and clearly addressed to me. I will endeavor to answer emails within twenty-four hours.

Writing:

All papers should adhere to the Chicago style of citations and references as outlined in Diana Hacker, *A Pocket Style Manual*, 5th ed. (New York: St. Martin's Press, 2009).

The University of Maryland Writing Center is located in 1205 Tawes Hall. At the Writing Center, trained consultants can assist you in thinking through how to construct your essays and provide feedback on the clarity of your writing and argumentation. Although some assistance can be provided on a walk-in basis, they strongly urge you to make an appointment. You can make an appointment online or by phone: www.english.umd.edu/writingcenter (available 24/7) or 301.405.3785 (during hours when they are normally open).

Course Evaluation:

As a professor, I need your feedback in order to improve this class. Therefore, I very strongly encourage you to evaluate my teaching by using the University of Maryland's online evaluation tool. You will be alerted about when you can access CourseEvalUM (www.courseevalum.umd.edu) via your official University e-mail account.

Final Caveat:

This syllabus may be subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc. Please check the class homepage on Blackboard periodically for any updates.

COURSE SCHEDULE

For each week, **REQUIRED** readings are listed first, “Additional Suggestions” are readings that you may wish to pursue if you find the readings for the week especially fascinating or to provide further context for the required readings.

(Aug 30) **Introductions**

Week 1 (Sept 1, 6) **BioPower (X)**

Michel Foucault, *History of Sexuality, Vol. 1* (1976).



René Magritte, *The Treachery of Images*, 1928-1929

Part I. THE SCIENTIFIC CONSTRUCTION OF GENDER

Week 2 (Sept 8, 13) **Hybridities in Nature (Y)**

Julia Douthwaite, “Wild Children: Establishing the Boundaries of Nature and Science,” in *The Wild Girl, the Natural Man, and the Monster: Dangerous Experiments in the Age of Enlightenment* (Chicago, 2002): 11-69.

Alice Domurat Dreger, “Hermaphrodites in Love: The Truth of the Gonads,” in *Hermaphrodites and the Medical Invention of Sex* (Cambridge, MA: Harvard University Press, 1998): 110-38.



Additional Suggestions

Joan Cadden, “Feminine and Masculine Types,” in *Meanings of Sex Difference in the Middle Ages: Medicine, Science, and Culture* (Cambridge, 1993): 169-227.

Lorraine Daston and Katherine Park, “Monsters: A Case Study,” in *Wonders and the Order of Nature* (Zone, 1998): 173-214.

Susan Greenhalgh and Jiali Li, “Engendering Reproductive Policy and Practice in Peasant China: For a Feminist Demography of Reproduction,” *Signs: Journal of Women in Culture and Society* 20, no. 3 (1995): 601-41.

Ludmilla Jordanova, *Sexual Visions: Images of Gender in Science and Medicine Between the Eighteenth and Twentieth Centuries* (University of Wisconsin Press, 1989).

Lisa Handwerker, “The Hen that Can’t Lay an Egg (*Bu Xia Dan de Mu Ji*): Conceptions of Female Infertility in Modern China,” in *Deviant Bodies*, ed. Jennifer Terry and Jacqueline Urla (Indiana, 1995): 358-86.

Londa Schiebinger, “Gender and Natural History,” in *Cultures of Natural History* ed. Nicholas Jardine, James Secord, and Emma Spary (Cambridge, 1996): 163-77.

Jennifer Terry, “Anxious Slippages Between ‘Us’ and ‘Them’: A Brief History of the Scientific Search for Homosexual Bodies,” in *Deviant Bodies*, ed. Jennifer Terry and Jacqueline Urla (Indiana, 1995): 129-69.

Week 3 (Sept 15, 20) Bodies Gone Awry (Z)

Warwick Anderson, "The Trespass Speaks: White Masculinity and Colonial Breakdown," *The American Historical Review* 102, no. 5 (1997): 1343-70.

Elizabeth Lunbeck, "Hysteria: The Revolt of the Good Girl," in *The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America* (Princeton, 1994): 209-28.

Ellen Moers, "Female Gothic: The Monster's Mother," *New York Review of Books* 21, no. 4 (March 21, 1974).

Additional Suggestions

Modernity & Madness, an online exhibit at the Wellcome Institute for the History of Medicine: www.wellcomecollection.org/whats-on/exhibitions/madness--modernity.aspx

Sigmund Freud, *Dora: An Analysis of a Case of Hysteria* (1905).

Carol Groneman, "Nymphomania: The Historical Construction of Female Sexuality," in *Deviant Bodies*, ed. Jennifer Terry and Jacqueline Urla (Indiana, 1995): 219-49.

Philippa Levine, "Public Health, Venereal Disease, and Colonial Medicine in the later Nineteenth Century," in *Sex, Sin, and Suffering: Venereal Disease and European Society Since 1870* (Routledge, 2001): 160-72.

Elizabeth Lunbeck, "Modern Manhood, Dissolute and Respectable," in *The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America* (Princeton, 1994): 229-55.

Mary Shelley, *Frankenstein: Or, the Modern Prometheus* (1818).

Week 4 (Sept 22, 27) The Science of Love (X)

Harry Harlow, "Nature of Love," *American Psychologist* 13 (1958): 673-85.

Sarah Igo, "The Private Lives of the Public," in *The Averaged American: Surveys, Citizens, and the Making of a Mass Public* (Harvard University Press, 2007): 234-80.

Alfred Charles Kinsey, Wardell B. Pomeroy, and Clyde Eugene Martin, "Interviewing" in *Sexual Behavior of the Human Male* (W.B. Saunders, 1948): 35-62.



Sisters Read Review of Kinsey Report, 1953

Additional Suggestions

Deborah Blum, "The Perfect Mother" and "Chains of Love," in *Love at Goon Park: Harry Harlow and the Science of Affection* (NY: Berkeley Books, 2002): 143-206.

Kenneth Dover, "Nature and Society," in *Greek Homosexuality* (Harvard, 1989 [1978]): 60-110.

Wendy Kline, "'A Marriage is not Complete without Children: Positive Eugenics, 1930-1960,'" in *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom* (California, 2001): 124-56.

Miriam Reumann, "'Much the Same Desires as Men': *Sexual Behavior in the Human Female*," in *American Sexual Character: Sex, Gender, and National Identity in the Kinsey Reports* (California, 2005): 86-127.

Angelique Richardson, "Science and Love," in *Love and Eugenics in the Late Nineteenth Century: Rational Reproduction and the New Woman* (Oxford, 2003): 78-94.

Cynthia Eagle Russett, "Up and Down the Phyletic Ladder," in *Sexual Science: the Victorian Construction of Womanhood* (Harvard, 1989): 49-77.

Diane B. Paul, "From Eugenics to Human Heredity," *Controlling Human Heredity: 1865 to the Present* (Amherst: Humanities Books, 1998): 115-36.

Week 5 (Sept 29, Oct 4) Post-War Consumption and the Human Body (Y)

Jacqueline Urla and Alan C. Swedlund, "The Anthropometry of Barbie: Unsettling Ideals of the Feminine Body in Popular Culture," in *Deviant Bodies*, ed. Jennifer Terry and Jacqueline Urla (Indiana, 1995): 277-313. See also: www.youtube.com/watch?v=iYhCn0jf46U

Judith Houck, "Feminine Forever: Robert A. Wilson and the Hormonal Revolution, 1963-1980," in *Hot and Bothered: Women, Medicine, and Menopause in Modern America* (Harvard, 2006): 152-87.

David Serlin, "Christine Jorgensen and the Cold War Closet," in *Replaceable You: Engineering the Body in Postwar America* (Chicago, 2004): 159-90.

Additional Suggestions

Anne Balsamo, "On the Cutting Edge: Cosmetic Surgery and the Technological Production of the Gendered Body," *Camera Obscura* 28 (1992): 206-37.

Ruth Schwartz Cowan, "From Virginia Dare to Virginia Slims: Women and Technology in American Life," *Technology and Culture* 20 (1979): 51-63.

Mary Douglas, "The Two Bodies," in *Natural Symbols: Explorations in Cosmology* (Routledge, [1970] 1996): 69-87.

Barbara Duden, "Toward a History of the Body," in *Woman Beneath the Skin: A Doctor's Patients in Eighteenth-Century Germany* (Harvard, 1998): 1-49.

Nicolas Rasmussen, "A Bromide for the Atomic Age," in *On Speed: The Many Lives of Amphetamines* (New York University Press, 2008): 113-47.

Critical Essay 1 will be distributed on Thursday, Oct. 6 and is due on Thursday, Oct. 13

Week 6 (Oct 6, 11) Primate Cultures, Masculine and Feminine Natures

Note :: Lecture will include excerpts from *Miss Goodall and the Wild Chimpanzees* (National Geographic Specials, 1965) and Frederick Wiseman's *Primate* (Zipporah Films, 1974).

Jane Goodall, "Life and Death at Gombe," *National Geographic Magazine* (May 1979): 592-621.

Elaine Morgan, "Women and the Future," in Robert Bundy, ed. *Images of the Future: The Twenty-First Century and Beyond* (Prometheus Books, 1976): 143-51.

Susan Sperling, "The Troop Trope: Baboon Behavior as a Model System in the Postwar Period," in Angela Creager, Elizabeth Lunbeck, and Norton Wise, eds. *Science Without Laws: Model Systems, Cases, Exemplary Narratives* (Duke, 2007): 73-89.

Jane Goodall, 1972



Additional Suggestions

- Richard Dawkins, "Introduction" and "Battle of the sexes," in *The Selfish Gene* (Oxford, 2006 [1976]): 1-11, 140-65.
- Robin Fox, "The evolution of human sexual behavior," *The New York Times*, March 24, 1968.
- Donna Haraway, "Women's Place is in the Jungle" in *Primate Visions: Gender, Race, and Nature in the World of Modern Science* (Routledge, 1989): 279-303.
- Alistair Hardy, "Was Man More Aquatic in the Past," *New Scientist* 7/174 (17 March 1960): 642-45.
- Sarah Blaffer Hrdy, "Motherhood as a Minefield," and "Devising better lullabies," in *Mother Nature: Maternal Instincts and How They Shape the Human Species* (Ballantine, 1999): 3-26 and 532-41.
- Elaine Morgan, *The Descent of Woman* (Souvenir Press, 1972).
- Sherry B. Ortner, "Is Female to Male as Nature is to Culture?" in M. Z. Rosaldo and L. Lamphere (eds), *Woman, Culture, and Society* (Stanford University Press, 1974): 68-87.
- Susan Sperling, "Baboons with Briefcases vs. Langurs in Lipstick: Feminism and Functionalism in Primate Studies," in *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*, ed. Micaela di Leonardo (University of California Press, 1991): 204-34.
- Richard Wrangham and Dale Peterson, "A Question of Temperament" in *Demonic Males: Apes and the Origins of Human Violence* (Houghton Mifflin Harcourt, 1997): 108-26.



Week 7 (Oct 13, 18) Animal is to Human as ...

- Jon Mooallem, "Can Animals Be Gay?" *New York Times* (29 Mar 2010).
- Amanda Rees, "Higamous, Hogamous, Woman Monogamous," *Feminist Theory* 1 (2000): 365-70.
- Marlene Zuk, "Soccer, Adaptation, and Orgasms," *Sexual Selections: What We Can and Can't Learn About Sex from Animals* (California, 2002): 139-52.

Black-Browed Albatrosses Courting

Additional Suggestions

- Sarah Blaffer Hrdy, "Preface," in *The Woman that Never Evolved* (Harvard, 1999 [1981]): xiii-xxxi.
- Sarah Blaffer Hrdy, "Will the Real Pleistocene Family Please Step Forward?" in *Mothers and Others: Evolutionary Origins of Mutual Understanding* (Harvard, 2009): 143-74.
- Elizabeth A. Lloyd, "Bias," *Case of the Female Orgasm: Bias in the Science of Evolution* (Harvard, 2005): 220-57.
- Geoffrey Miller, "Courtship in the Pleistocene," in *The Mating Mind: How Sexual Choice Shaped the Evolution of Human Nature* (Random House, 2000): 177-223.
- Matt Ridley, "Sexing the Mind," in *Red Queen: Sex and the Evolution of Human Behavior* (Perennial Books, 2000 [1993]): 245-276.
- Randy Thornhill and Craig T. Palmer, "Why do Men Rape?" in *A Natural History of Rape: Biological Bases of Sexual Coercion* (MIT Press, 2000): 53-85. See also, <http://history-of-rape.blogspot.com/>

Week 8 (Oct 20, 25) Gender in a Digital World (Z)



Sherry Turkle, "TinySex and Gender Trouble," in *Life on the Screen: Identity in the Age of the Internet* (Simon and Schuster, 1995): 210-32.

Peter Ludlow and Mark Wallace, "'Cyber Me, Baby!': Sex, Love, and Software in the Virtual World," in *The Second Life Herald: The Virtual Tabloid that Witnessed the Dawn of the Metaverse* (MIT, 2009): 127-44.

Helen McLure, "The Wild, Wild Web: The Mythic American West and the Electronic Frontier," *The Western Historical Quarterly* 31/4 (Winter, 2000): 457-76.

Additional Suggestions

Martin Campbell-Kelly and William Aspray, "From the World Brain to the World Wide Web," in *Computer: A History of the Information Machine* (Basic Books, 1996): 283-300.

Amanda Fernbach, "The Fetishization of Masculinity in Science Fiction: The Cyborg and the Console Cowboy," *Science Fiction Studies* 27 (2000): 234-55.

William Gibson, *Neuromancer* (Ace, 1984).

Howard Rheingold, "Télématique and Messageries Roses: A Tale of Two Virtual Communities," in *The Virtual Community: Homesteading on the Electronic Frontier* (MIT, 2000): 231-54.

Janet Vertesi, "Pygmalion's Legacy: Cyborg Women in Science Fiction," in Margaret Grebowicz, ed. *SciFi in the Mind's Eye: Reading Science Through Science Fiction* (Open Court, 2007): 73-86.

Week 9 (Oct 27, Nov 1) Dissection & Death (X)

Vesalius, *De humani corporis fabrica* (1543)

Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (Crown, 2010): excerpt.

Judith Walkowitz, "Science and the Séance: Transgressions of Gender and Genre," and "Jack the Ripper" in *City of Dreadful Delight: Narratives of Sexual Danger in late-Victorian London* (Chicago, 1992): 171-228.

Additional Suggestions

Elisabeth Bronfen, "Bodies on display," in *Over Her Dead Body: Death, Femininity and the Aesthetic* (Manchester University Press, 1992): 95-109.

Anne Fausto-Sterling, "Gender, Race, and Nation: The Comparative Anatomy of 'Hottentot' Women in Europe, 1815-1817," in *Feminism and the Body*, ed. Londa Schiebinger (Oxford, 2000): 203-33.

Katherine Park, "Dissecting the Female Body: From Women's Secrets to the Secrets of Nature," in *Attending to Early Modern Women*, ed. Adele Seeff and Jane Donawerth (Delaware, 2000): 29-47.

Jonathan Sawday, "Royal Science," *The Body Emblazoned: Dissection and the Human Body in Renaissance Culture*, by (Routledge, 1995): 230-70.

Londa Schiebinger, "Skeletons in the Closet: The First Illustrations of the Female Skeleton in Eighteenth-Century Taxonomy," in *Feminism and the Body*, ed. Londa Schiebinger (Oxford, 2000): 25-57.



Part II. THE GENDERED CONSTRUCTION OF SCIENCE (AND SCIENTISTS)



"Reading Sports" 1887

Week 10 (Nov 3, 8) Self-Fashioning Masculinity in Science (Y)

Janet Browne, "I Could Have Retched all Night: Charles Darwin and His Body," in *Science Incarnate: Historical Embodiments of Natural Knowledge*, ed. Christopher Lawrence and Steven Shapin (Chicago, 1998): 240-87.

Robert A. Nye, "Medicine and Science as Masculine 'Fields of Honor,'" *Osiris* Vol. 12 (1997): 60-79.

Andrew Warwick, "Exercising the Student Body: Mathematics, Manliness, and Athleticism," in *Masters of Theory: Cambridge and the Rise of Mathematical Physics* (Chicago, 2003): 176-226.

Additional Suggestions

Peter Brown, "Sexuality and Society: Augustine" and "Epilogue," in *The Body and Society: Men, Women, and Sexual Renunciation in Early Christianity* (Columbia University Press, 1988): 387-447.

Gail Bederman, "Theodore Roosevelt: Manhood, Nature, and 'Civilization,'" in *Manliness & Civilization: a Cultural History of Gender and Race in the United States, 1880-1917* (Chicago, 1996): 170-216.

Susan Bordo, "The Cartesian Masculinisation of Thought," *Signs* 11, no. 3 (1986): 439-56.

Donna Haraway, "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, NYC, 1908-36," in *Primate Visions: Gender, Race, and Nature in the World of Modern Science* (Routledge, 1989): 26-58.

Ruth Mazo Karras, "Separating the Men from the Goats: Masculinity, Civilization, and Identity Formation in the Medieval University," in *The Animal-Human Boundary*, ed. Angela N. H. Creager and William Chester Jordan (University of Rochester Press, 2002): 50-76.

Sally Gregory Kohlstedt, "Nature by Design: Masculinity and Animal Display in Nineteenth-Century America," in *Figuring it Out: Science, Gender, and Visual Culture*, ed. Ann B. Shteir and Bernard Lightman (Dartmouth College Press, 2006): 110-39.

Gregg Mitman, "Hunting with the Camera," in *Reel Nature: America's Romance with Wildlife on Film* (Harvard, 1999): 5-25.

Michael Robinson "Dying Like Men: Adolphus Greely," in *The Coldest Crucible: Antarctic Exploration and American Culture* (Chicago 2006): 83-106.

Adam Rome, "'Political Hermaphrodites': Gender and Environmental Reform in Progressive America," *Environmental History* (July 2006):

www.historycooperative.org/journals/eh/11.3/rome.html

Sharon Traweek, "Pilgrim's Progress: Male Tales Told During a Life in Physics," in *Beamtimes and Lifetimes: The World of High Energy Physics* (Harvard, 1992): 74-105.

Research Paper Topics and Annotated Bibliographies are due on Thursday, Nov. 10

Line of Students at Microscopes, c. 1930



Week 11 (Nov 10, 15) Science and Homosociality

Evelyn Fox Keller, "The Anomaly of a Woman in Physics," in *Women, Science and Technology: A Reader in Feminist Science Studies*, ed. Mary Weyer (Routledge, 2001): 9-16.

Margaret W. Rossiter, "The ~~Matthew~~ Matilda Effect in Science," *Social Studies of Science* 23, no. 2 (1993): 325-41.

James Watson, *The Double Helix: A Personal Account of the Discovery of DNA*, ed. Gunther S. Stent (Norton Critical Series, 1980).

Additional Suggestions

Robert K. Merton, "The Matthew Effect in Science," *Science* 159, no. 3810 (1968): 56-63.

Carolyn Merchant, "Nature as Female" in *Death of Nature: Women, Ecology, and the Scientific Revolution* (Harper, 1980): 1-41.

Michelle Murphy, "Building Ladies into the Office Machine," in *Sick Building Syndrome and the Problem of Uncertainty: Environmental Politics, Technoscience, and Women Workers* (Duke, 2006): 35-56.

David Noble, "The Scientific Restoration," in *A World Without Women: The Christian Clerical Culture of Western Science* (Knopf, 1992): 205-243.

Margaret W. Rossiter, "Which Science? Which Women?" *Osiris* 12 (1997): 169-185.

Londa Schiebinger, "The Exclusion of Women and the Structure of Knowledge," in *The Mind Has No Sex? Women in the Origins of Modern Science* (Harvard, 1989): 265-27.

Week 12 (Nov 17, 22) A Woman's Perspective? (Z)

Evelyn Fox Keller, "A Feeling for the Organism," *A Feeling for the Organism: The Life and Work of Barbara McClintock* (W. H. Freeman, 1983): 197-208.

Nathaniel Comfort, "Rebellion and Iconoclasm in the Life and Science of Barbara McClintock," in *Rebels, Mavericks, and Heretics in Biology*, ed. Oren Harman and Michal Dietrich (Yale University Press, 2008): 137-154.

Naomi Oreskes, "Objectivity or Heroism? On the Invisibility of Women in Science," *Osiris* 11 (1996): 87-113.

Barbara McClintock, 1983



Additional Suggestions

Roberta Bivins, "Sex Cells: Gender and the Language of Bacterial Genetics," *Journal of the History of Biology* 33, no. 1 (2000): 113-39.

Lorraine Code, "Images of Expertise: Women, Science, and the Politics of Representation," in *Figuring it Out: Science, Gender, and Visual Culture*, ed. Ann B. Shteir and Bernard Lightman (Dartmouth, 2006): 289-314.

Anne Fausto-Sterling, "Sexing the Brain: How Biologists Make a Difference," in *Sexing the Body: Gender Politics and the Construction of Sexuality* (Basic, 2000): 115-45.

Evelyn Fox Keller and Christine R. Grontkowski, "The Mind's Eye" in *Discovering Reality*, ed. Sandra Harding and Merrill Hintikka (D. Reidel, 1983): 207-24.

Sandra Harding, "Women's Standpoints on Nature: What Makes Them Possible?" *Osiris*, Vol. 12, Women, Gender, and Science: New Directions (1997): 186-200.

Emily Martin, "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles," *Signs* 16, no. 3 (1991): 485-501.

Week 13 (Nov 29, Dec 1) Informal Science, or Are We Looking in the Wrong Place?

Hanna Rosin, "The End of Men," *The Atlantic* (July/August 2010), available online:

www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/8135/

Edward Bernays, Ernest Dichter, Alexander King, Norman Mailer, Herbert Mayes, Ashley Montagu, Theodore Reik, and Mort Sahl, "The Playboy Panel: The Womanization of America," *Playboy* (June 1962): 43-50, 133-44.



Additional Suggestions

Ruth Schwartz Cowan, "The Postwar Years," in *More Work For Mother: The Ironies of Household Technology from the Open Hearth to the Microwave* (Basic Books, 1983): 192-216.

Sally Gregory Kohlstedt, "Parlors, Primers, and Public Schooling: Education for Science in Nineteenth-Century America," *Isis* 81/3 (1990): 424-45.

Sally Gregory Kohlstedt, "Nature, Not Books: Scientists and the Origins of the Nature-Study Movement in the 1890s," *Isis* 96/3 (2005): 324-52.

Michael Messner and Jeffrey Montez de Oca, "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events," *Signs* 30/3 (2005): 1879-1909.

Regina Morantz-Sanchez, "Bringing Science into the Home: Women Enter the Medical Profession," in *Sympathy and Science: Women Physicians in American Medicine* (North Carolina, 2000 [1985]): 47-63.

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Final Research Papers due Friday, Dec 9th by midnight (the last day of class)