**HIST 401: SCIENCE & GENDER**  
**Fall 2011**

**Professor:** Erika Lorraine Milam  
**Office:** 2149 Taliaferro Hall  
**Office Hrs:** M 1:30-2:30pm, T 2:00-3:00pm, or by appointment  
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(preferable means of contact)

**Class Meetings:** T/Th 9:30-10:45am, TLF 1101

**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:  

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%)

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Weekly reading responses</td>
<td>20 pts</td>
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<tr>
<td>Participation in discussions</td>
<td>20 pts</td>
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<tr>
<td>Critical Essay</td>
<td>20 pts</td>
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<td>Topic &amp; Annotated Bibliography</td>
<td>15 pts</td>
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<td>Research paper</td>
<td>25 pts</td>
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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](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/](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:

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](http://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.coursesevalum.umd.edu](http://www.coursesevalum.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)**

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

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**Part I. THE SCIENTIFIC CONSTRUCTION OF GENDER**

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


**Additional Suggestions**


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


**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](http://www.wellcomecollection.org/whats-on/exhibitions/madness--modernity.aspx)


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

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


**Additional Suggestions**


**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](http://www.youtube.com/watch?v=iYhCn0jf46U)


**Additional Suggestions**


**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, 1972
Additional Suggestions

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

**Black-Browed Albatrosses Courting**

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


*Additional Suggestions*


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


*Additional Suggestions*


Part II. The Gendered Construction of Science (and Scientists)

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


“Reading Sports” 1887


Additional Suggestions


Adam Rome, “Political Hermaphrodites’: Gender and Environmental Reform in Progressive America,” Environmental History (July 2006): www.historycooperative.org/journals/eh/11.3/rome.html


Research Paper Topics and Annotated Bibliographies are due on Thursday, Nov. 10
Week 11 (Nov 10, 15) Science and Homosociality


Additional Suggestions


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


Additional Suggestions


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


**Additional Suggestions**


Laura Ulrich, A Midwife’s Tale: the Life of Martha Ballard, Based on her Diary, 1785-1812 (Vintage, 1990).
Week 14 (Dec 6, 8) Conclusions: Women and the Final Frontier


“The Law Breaker’s League” Sensation Comics #46

Additional Suggestions


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