Introduction to the Women’s Caucus Syllabus Sampler

In the dozen or so years since the Women’s Caucus of the History of Science Society (HSS) last compiled a syllabus sampler for courses on the history of women and gender in science, scholarship and teaching in this field has continued to expand and flourish. The Society’s prize for the best article or book on women or gender in the history of science (given since 1987) was fully endowed largely due to the efforts of the HSS Women’s Caucus. In 2004, the prize was named after pioneering historian of science, Margaret W. Rossiter, and as the quantity and richness of scholarship in this area has grown, it has become one of HSS’s most competitive awards. Recent institutional transitions made by many college and university departments of “Women’s Studies” to newly-christened departments of “Gender, Sexuality, and Women’s Studies” reflect how the broad scholarly field in which many of our member historians locate their work now foregrounds the intersectionality of race, class, sex, and gender. The increased vibrancy and inclusively of this field has also complicated the prospect of teaching its themes and subjects in our courses, whether those courses are defined chronologically, by discipline, or by special topic.

We hope this updated syllabus sampler will provide a resource for enhancing or developing courses, units, or modules on women, gender, and sexuality in the history of what contemporary educational policy makers call STEM fields (i.e. Science, Technology, Engineering, and Mathematics). The syllabi presented here were submitted in response to a call for participants in an HSS Women’s Caucus Workshop on this topic (held in at the 2011 Annual Meeting in Cleveland). Workshop participants discussed the diversity of ways in which the study of women and gender can transform the practice and teaching of history, engineering, and science for all students. Whether offered within a General Education course or as an upper-level majors-only elective, the materials presented draw our attention to the heterogeneous disciplinary framework of scholarship and teaching in the field (including historians, sociologists, and philosophers). Collectively, these syllabi offer a ‘classroom-tested’ set of sources and pedagogical strategies that we hope will inspire and encourage interested scholars and teachers.

We thank the contributors for sharing their insights and the products of their hard work, and also the workshop presenters and attendees, for a productive discussion. We are grateful to Jay Malone and the staff of the HSS Executive Office for overseeing the logistics of our meeting, and to the HSS Annual Meeting Local Arrangements Subcommittee and the VCU College of Humanities and Sciences (especially Associate Dean and physics faculty member Alison Baski) for support and funding.

Karen Rader, Co-Chair, Women’s Caucus, 2009-2011

Erika Milam, Co-Chair, Women’s Caucus, 2010-2012
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HISTORY 607: SEMINAR IN EARLY TWENTIETH CENTURY TECHNOLOGY

EMPHASIS: GENDER AND THE HISTORY OF TECHNOLOGY

Amy Bix, Iowa State University - spring, 1999

COURSE DESCRIPTION:

This research seminar will concentrate on the history of American technology as linked to gender issues. We will investigate the ways in which men and women have approached technological change, the ways in which evolving technology has defined and redefined the workplace, the home, and personal lives. Our focus will cover issues such as gender and health technology, domestic technology, architecture, and workplace techniques.

REQUIRED BOOKS -

3. Judy Wajcman, Feminism Confronts Technology; Penn St., 1991.

Recommended books -

1. Marcus, Alan & Howard Segal; Technology in America: A Brief History, 2nd ed. HBJ, 1999.

Thursday, January 14 - Course introduction,

Thursday, January 21 – Introductory articles;

Thursday, January 28 - Judy Wajcman, Feminism Confronts Technology;

Thursday, February 4 - Ruth Schwartz Cowan, More Work for Mother;

Thursday, February 11 - Domesticity and Technology;

Phyllis Palmer, Domesticity & Dirt;
Barbara Ehrenreich, For her Own Good;
Laura Shapiro, Perfection Salad: Women & Cooking;
Carolyn Goldstein, Do It Yourself: Home Improvement in 20thC
Daphne Spain, Gendered Spaces;
Daniel Cohen, The Last Hundred Years: Household Technology;
Maureen Ogle, All the Modern Conveniences;

Thursday, February 18 – Sharon Strom, Beyond the Typewriter; Illinois, 1992.

Thursday, February 25 – Technology, Gender, and the Workplace
Thomas Dublin, *Women At Work: Transformation Work & Community in Lowell*;
Judith McGaw, *Most Wonderful Machine: Mechanization & Social Change in Papermaking*;
Patricia Cooper, *Once a Cigar Maker: Men, Women, Work Culture American Cigar Factories*;
Margery Davies, *Woman’s Place is at the Typewriter*;
Lisa Fine, *The Souls of the Skyscraper*;
Stephen Norwood, *Labor’s Flaming Youth: Telephone Operators*;
Michele Martin, *Hello Central: Gender, Technology, Culture in Formation Telephone Systems*;

**Thursday, March 4** – Virginia Scharff, *Taking The Wheel*;

**Thursday, March 11** – *Gender and Aviation/Transport*;

Deborah Douglas, *United States Women in Aviation, 1940-1985*;
Doris L. Rich, *Amelia Earhart*;
Mary Lovell, *The Sound of Wings*;
Susan Ware, *Still Missing: Amelia Earhart*;
Molly Merriam, *Clipped Wings*;
Sally Keil, *Those Wonderful Women in their Flying Machines*;
Mary Caodgan, *Women With Wings*;
Michael Schiffer, *Taking Charge: Electric Auto in America*;

**Thursday, March 25** – *Gender, Invention, and Technology Issues*;

Autumn Stanley, *Mothers and Daughters of Invention*;
Anne MacDonald, *Feminine Ingenuity: How Women Inventors Changed America*;
Cynthia Cockburn, *Gender & Technology in the Making*;
Cynthia Cockburn, *Machinery of Dominance*;
Cynthia Cockburn and Ruza Dilic, *Bringing Technology Home*;
Jan Zimmerman, *The Technological Woman: Interfacing with Tomorrow*;
Katherine Jellison, *Entitled to Power: Farm Women & Technology, 1913-1963*;
Roger Horowitz & Arwen Mohun, *His and Hers: Gender, Consumption, and Technology*;

**Thursday, April 1** - *Preliminary version of papers due*;

**Thursday, April 8** – *In-class paper critiques*;

**Thursday, April 15** - *Gender and Health Technology/Leisure*;

Kathryn Ratcliff, *Healing Technology: Feminist Perspectives*;
H. Patricia Hynes, *Reconstructing Babylon*;
Robbie Davis-Floyd & Joseph Dumit, *Cyborg Babies*;
Anne Balsamo, *Technologies of the Gendered Body*;
Claudia Clark, *Radium Girls:Women & Industrial Health Reform*;
Kathy Peiss, *Cheap Amusements: Working Women & Leisure*;
Kathy Peiss, *Hope in a Jar: The Making of America’s Beauty Culture*;
Thursday, April 22 – Gender and Computer Technology;

Alison Adam, *Artificial Knowing: Gender & the Thinking Machine*;
Lynn Cherny, *Wired Women: Gender & New Realities in Cyberspace*;
Justine Cassell, *From Barbie to Mortal Kombat*;
Cheris Kramarae, *Technology and Women’s Voices*;
Marguerite Zientara, *Women, Technology & Power: Ten Stars*;
Sally Hacker, *Doing It the Hard Way: Investigations of Gender & Technology*;
Sherry Turkle, *Life on the Screen*;
Steven Levy, *Hackers: Heroes of the Computer Revolution*;

Thursday, April 29 – Articles to be assigned;

Final version of papers due Monday, May 3

UPDATED REFERENCE LIST – 2011 – ADDITIONAL BOOK POSSIBILITIES

Rachel Maines, *The Technology of Orgasm*
Ruth Cowan, *Heredity and Hope: The Case for Genetic Screening*
Judy Wajcman, *TechnoFeminism*
Sherry Turkle, *Alone Together: Why We Expect More from Technology & Less from Each Other*
Jane Margolis, *Unlocking the Clubhouse: Women in Computing*
Thomas Misa, *Gender Codes: Why Women Are Leaving Computing*
Mary Frank Fox, *Women, Gender, and Technology*
Ruth Oldenziel, *Making Technology Masculine: Men, Women, & Modern Machines in America*
Nina Lerman, *Gender and Technology: A Reader*
Yasmin Kafai, *Beyond Barbie and Mortal Kombat: New Perspectives on Gender and Gaming*
Ruth Oldenziel, *Cold War Kitchen: Americanization, Technology, and European Users*
Georgine Clarsen, *Eat My Dust: Early Women Motorists*
Kurt Beyer, *Grace Hopper and the Invention of the Information Age*
Megan Elias, *Stir it Up: Home Economics in American Culture*
Sarah Stage, *Rethinking Home Economics: Women and the History of a Profession*
Jennifer Scanlon, *The Gender and Consumer Culture Reader*
Elaine Tyler May, *America and the Pill: A History of Promise, Peril, and Liberation*
Andrea Tone, *Devices and Desires: A History of Contraceptives in America*
Lara Marks, *Sexual Chemistry: A History of the Contraceptive Pill*
Elizabeth Watkins, *On the Pill: A Social History of Oral Contraceptives*
Andrea Tone, *Controlling Reproduction: An American History*
Rebecca Skloot, *The Immortal Life of Henrietta Lacks*
Laurel Thatcher Ulrich, *The Age of Homespun: Objects & Stories in Creation of American Myth*
Linda Layne, *Feminist Technology*
Francesca Bray, *Technology and Gender: Fabrics of Power in Late Imperial China*
Francine Moccio, *Live Wire: Women and Brotherhood in the Electrical Industry*
Susan Eisenberg, *We’ll Call You if We Need You: Women Working Construction*
Janice Rutherford, *Selling Mrs. Consumer: Christine Frederick & Rise of Household Efficiency*
Venus Green, *Race on the Line: Gender, Labor and Technology in the Bell System, 1880-1980*
Martha Ackmann, *The Mercury 13: The True Story of Thirteen Women & the Dream of Space*
Margaret Weitekamp, *Right Stuff, Wrong Sex: America’s First Women in Space Program*
Stephanie Nolen, *Promised the Moon: The Untold Story of the First Women in the Space Race*
Sarah Byrn Rickman, *Nancy Love and the WASP Ferry Pilots of World War II*
Molly Merryman, *Clipped Wings: The Rise and Fall of the WASPs*
Leslie Haynsworth, *Amelia Earhart’s Daughters*
Eileen Lebow, *Before Amelia: Women Pilots in the Early Days of Aviation*
Gene Nora Jessen, *Powder Puff Derby of 1929*
Doris Rich, *Queen Bess: Daredevil Aviator*
Jessamyn Neuhaus, *Manly Meals and Mom’s Home Cooking: Cookbooks & Gender*
Sherrie Inness, *Kitchen Culture in America: Popular Representations of Food, Gender & Race*
Arwen P. Mohun, *Steam Laundries: Gender, Technology & Work, US & Britain 1880-1940*
Jane Lancaster, *Making Time: Lillian Moller Gilbreth*
Laurel Graham, *Managing On Her Own: Dr. Lillian Gilbreth & Women’s Work Interwar Era*
Jane Farrell-Beck, *Uplift: The Bra in America*
Valerie Steele, *The Corset: A Cultural History*
Paula Treichler, *The Visible Woman: Imaging Technologies, Gender, and Science*
Margarete Sandelowski, *Devices and Desires: Gender, Technology & American Nursing*
Margaret Layne, *Women in Engineering: Pioneers and Trailblazers*
Margaret Layne, *Women in Engineering: Professional Life*
Glenna Matthews, *Silicon Valley, Women & the California Dream: Gender, Class, Opportunity*
Ellen Lupton, *Mechanical Brides: Women and Machines from Home to Office*
Julie Wosk, *Women and the Machine: Representations from Spinning Wheel to Electronic Age*
Julie Wosk, *Alluring Androids, Robot Women, and Electronic Eyes*
To XY and Beyond: 
Sexual Difference and Sexuality in the History of Science 
FRS 151, Fall 2008

Prof. Angela N. H. Creager
Hargadon Hall G101A
Office hours, Monday, 1:00-3:00 p.m. 
Thursdays, 1:30-4:20 pm
Department of History, 125 Dickinson Hall 
Whitman College

Course Description

This seminar will examine how biologists, physicians, sexologists, and other researchers have sought to explain sexual difference and sexuality in scientific terms. Rather than focus on current perspectives, we will examine the succession of theories and approaches that have been proposed during the past three hundred years, seeking to understand each on its own terms and in its own time. Topics will include the emergence of a two-sex model in the early modern period, nineteenth-century medical interest in hermaphroditism and sexual inversion, explanations of sex determination in terms of chromosomes and hormones, the study of animals and their mating patterns (in species from Drosophila to chimpanzees) with analogy to human sexual behavior, and twentieth-century understandings of sexual orientation, intersexuality, bisexuality, and transsexuality. We will pay attention to how ideas of sexual identity and expression have changed over time, and compare how meanings vary according to discipline. For example, we will see how and under what conditions researchers have differentiated between the categories of sex, gender, and sexuality. Our readings will also trace how scientific conceptions have shaped popular understandings of what it is to be male or female, straight or gay—as well as how cultural notions and norms have influenced researchers. The seminar will draw together scholarship in history of biology and medicine, feminist theory, and LGBT studies, with an aim to help students think historically about both science and culture.

Course Requirements

We will read both primary sources, most by physicians and scientists from the nineteenth and twentieth centuries, and secondary sources, most by contemporary historians and theorists offer interpretations of past developments and perceptions. The seminar portion of the grade will be based on the quality and vociferousness of one’s contributions to discussion and several short responses to the readings posted on Blackboard prior to class. Two short mid-term papers will be assigned during the fall. The final paper (15 pages, due 3 p.m. Dean’s Date, Jan. 13, 2009; extensions only through Dean’s Office) will be more open-ended; students are expected to engage the scholarship on sex and science analytically, choosing a topic of interest related to the course theme or materials.

1st paper 20%
2nd paper 25%
Final paper 30%
Seminar participation 25%
Readings and Class Schedule

Please note that assigned readings must be completed before the seminar session. Readings marked by an asterisk are from required books available at Labyrinth. These books are also on 3-hour reserve in Firestone Library. The other readings can be found on the Blackboard site for FRS 151 under E-Reserves.

**Week 1.** (9/11) Introduction to the Seminar

**Week 2.** (9/18) Sexuality as a Historical Problem

**Week 3.** (9/25) Perceptions of Sexual Difference from the Greeks to Early Modern Europe: The Emergence of the Two-Sex Model

**Weeks 4.** (10/2) The Two-Sex Model’s Misfits: Inverts and Hermaphrodites


Library Session with Dr. Elizabeth Bennett, 2-6-F Firestone, 3:00-4:20 pm

Week 5. (10/9) Freud’s Theory of Sexuality


October 13, 2008 First Paper Due, 3 p.m., 127 Dickinson Hall, “To: Creager” box

Week 6. (10/16) Sexual Behavior Surveyed: Kinsey


Week 7. (10/23) Gender Trumps Sex?: Gender Identity and Transexuality


**Fall Break (10/30)**

**Week 8.** (11/6) **Hormones and Chromosomes**


**Week 9.** (11/13) **Sexuality in Cross-Cultural Perspective**


**Week 10.** (11/20) **Transgenderism**

Viewing of excerpts from 20/20’s “My Secret Self” and “Transgenerations,” followed by mock talk show panel in which each student acts as a scientist or researcher we have studied and explains transgender behavior from his or her perspective.

November 26, 2008 Second Paper Due, 3 p.m., 127 Dickinson Hall, “To: Creager” box

Thanksgiving holiday (11/27)

December 3, 2008 Joanne Meyerowitz speaking for the Modern America Workshop, Department of History, “‘How Common Culture Shapes the Separate Lives’: Sexuality, Race, and the History of Social Constructionist Thought.” 12:00-1:20 pm, 210 Dickinson Hall

Week 11. (12/4) Primatology and Sociobiology

Week 12. (12/11) Humans and Creatures: Comparative Understandings of Sex

January 13, 2009 Third Paper Due, 3 p.m., 127 Dickinson Hall, “To: Creager” box
Seminar on Gender and Science
WOM 393

Prof. Angela N. H. Creager
Office hours 2:00–3:00 pm M, 1:30–2:30 pm Tu
125 Dickinson Hall, ext. 1680

Course Description
Why has science traditionally been a man's domain? What are the consequences of that? Have the growing numbers of women practitioners in many fields changed the culture of science? This course will start with the sex/gender distinction and both its promise and problems for understanding developments in science. We examine the historic systematic exclusion of women from science, while stressing that science has not been unique in its failure to welcome women as participants. Given that feminist critiques have been circulating for twenty-five years, we also ask how they have impacted science so far—and how feminism has challenged or changed technology and medicine as well. Our readings will include both classic works of feminist scholarship on science, medicine, and technology and current work, including perspectives on sexuality and science. This course is intended both to familiarize students with the scholarly issues around gender and science and to allow students to reflect on their own (gendered) experiences and expectations in encountering science as students, laboratory workers, patients, and consumers.

Course Requirements
Students are expected to read the assigned selections fully in preparation for seminar, and to post a page-long response to the readings on Blackboard at least five times during the semester. These responses will be due Tuesdays at 5 p.m. (in advance of the next day's afternoon seminar). In addition to these responses and your regular, vociferous participation in the discussions, two papers are required. The first paper is a biographical sketch (5–7 pages, due 5 p.m. Monday, Nov. 16, 2009) of the life and work of a woman scientist or natural philosopher. Students are urged to consult available primary and secondary source material, including any published papers or books by the scholar. In addition, the archives or national libraries where relevant manuscripts are available should be cited (if applicable). Where biographies have already been written on the subject, the student should comment on the adequacy of the biographical depictions available in the literature.

In the final paper (15–25 pages, due 3 p.m. Dean's Date, Jan. 12, 2010; extensions only through Dean's Office), students are expected to engage the scholarship on gender and science analytically. The specific topic may be one that we are covering in the syllabus or a topic of the student’s interest. For example, the paper might be a thoughtful literature review, an examination of past or current gender issues in science, or an analysis, informed by feminist theory or perspectives, of a current problem in scientific or medical research.

The following required books are on sale at Labyrinth, as well as on reserve in Firestone. All other assigned readings are available on E-reserves through Blackboard.

Readings and Class Schedule

Please note that assigned readings should be completed before the week’s precept meeting. **The name under which each reading is listed in E-reserves is bolded.**

**Week 1. (9/23)** *Introducing Seminar Themes: Why Gender and Science?*
Video: Bill Moyers’ interview with Evelyn Fox Keller from “A World of Ideas”

**Week 2. (9/30)** *The Sex/Gender Distinction and Its Legacy for Science Studies*

**A. Women and the History of Science, Technology, and Medicine**

**Week 3. (10/7)** *The History of Science as a Manly Vocation*
Londa Schiebinger, *The Mind Has No Sex?*, Introduction and Chapters 1, 2, 3, and 7.

**Week 4. (10/14) Overcoming the Odds: 19th and 20th Century Women Scientists and Physicians**

*Note: We will meet with Emily Belcher, bibliographer for women and gender, in Firestone Library foyer for a session from 1:30-2:30 pm on this day.*

Margaret Rossiter, *Women Scientists in America: Struggles and Strategies to 1940* (Baltimore: The Johns Hopkins University Press, 1982), Introduction, Chapters 1, 2, 5, and Conclusion.


*In addition, each of you will read and report on one of these biographical sketches (the books are on reserve, not E-reserves):*


Penina Migdal Glazer and Miriam Slater, “The Promise of New Opportunities in Science,” *Unequal Colleagues: The Entrance of Women into the*


Ellen S. More, “Professionalism versus Sexuality in the Career of Dr. Mary Steichen Calderone, 1904–1998,” in Women Physicians and the Cultures of Medicine, pp. 113–137.

Week 5. (10/21) Contemporary Science: Does Gender Still Matter? What about Race?

Professor Elizabeth Gavis, of the Department of Molecular Biology, will visit the class to discuss the current experiences of women in science, especially at Princeton.


Shirley Tilghman, “Science vs. the Female Scientist” and “Science vs. Women – A Radical Solution,” New York Times editorials, January 25 and 26, 1993. (Note: these are two entries on E-reserves.)


Week 6. (10/28) Women's History and the History of Technology: Interactions and Contradictions

Fall recess (11/4)


Monday, Nov. 16: first paper due

Week 8. (11/18) The World of Medicine II.: The Consumption Junction

No class Wednesday, Nov. 25 due to Thanksgiving; reschedule during reading week.

B. Feminism and the Sciences

Week 9. (12/2) “Making Sex”: Differences and Their Discontents
Anne Fausto-Sterling, Sexing the Body (New York: Basic Books, 1992), chapters 2, 3, 4, and 9, plus a chapter of your choice among the others (5–8).

Week 10. (12/9) Scrutinizing Science: Critiques of/in Biology
Note: Final paper proposal due this week (1 paragraph).

**Week 11. (12/16) Primatology and Developmental Biology: “Pink-Ribbon” Sciences?**
On this day we will also view and discuss a video entitled “The National Geographies of Primates” by Donna Haraway on her cultural interpretation of primatology in twentieth-century global history.


Scott F. Gilbert and Karen A. Rader, “Revisiting Women, Gender, and Feminism in Developmental Biology,” in Feminism in Twentieth-Century Science, Technology, and Medicine, pp. 73–97. [Required book]


**Week 12. (1/6) Alternative Visions: Toward Feminist Science?**


GLOBAL HISTORY OF HEALTH
latest update: 01/18/2011

Instructor:
Dr. Monica Green
Department of History
4568 Lattie F. Coor Bldg.
office phone: 480-965-4762
(main History phone: 480-965-5778)
office hours: W 10:00am-12noon (or by appt.)
e-mail: Monica.Green@asu.edu

TA: Mallorie Hatch
office: SHESC 306
office hours: M 11:30-12:30 and by appointment
e-mail: Mallorie.Hatch@asu.edu

COURSE DESCRIPTION: In this course, we will look at a vast panoramic sweep of human history: across millennia, across national borders, across continents—for disease knows no such boundaries. Using the framework of the Three Epidemiological Transitions (major shifts in the types and prevalence of disease in human societies), we will emphasize infectious diseases because these most dramatically show how incessant biological factors always combine with human social factors to determine the manifestations of disease. More specifically, we will focus on eight paradigmatic infectious diseases: tuberculosis (TB), malaria, leprosy, smallpox, plague, syphilis, cholera, and HIV/AIDS. Our questions will include such inquiries as: How do we know which diseases afflicted humans in the prehistoric past? Where do “new” diseases come from? How were public health measures developed that could control disease spread? Finally, how can a long-term historical perspective help us understand current health challenges and their possible solutions?

REQUIREMENTS: This course combines study of the scientific methods of Bioarchaeology with the interpretive methods of History. Students will be expected to master the basic principles of both fields as we explore the long-term global history of human health. Class time will be devoted to both lecture and discussion. Conscientious preparation of the readings and active class participation are essential for the success of the course. The “laboratory” assignments will be explained in class. All written assignments should be submitted via the “Assignments” function on Blackboard. Please note that papers will NOT be accepted via electronic mail. In addition to the two labs, there will be three online quizzes plus a midterm and a final exam. The final course grade will be assessed as follows:

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<tr>
<th>Component</th>
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<tr>
<td>Quizzes (3)</td>
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<td>Paleopathology Lab:</td>
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<td>History Lab:</td>
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<td>Midterm Exam:</td>
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<td>Final Exam:</td>
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POLICIES:

Attendance – Regular attendance is crucial to the success of the course. Missed assignments must be made up by the next class period; thereafter, the grade will drop one full grade for each day late. In fairness to other members of the class, extensions cannot be granted.

Classroom Etiquette – Because we are gathered as a group to engage both in lectures and class discussion, it is vital that we maintain an atmosphere conducive to total participation. Therefore, the following rules will be observed in class:

1) No eating during class.
2) Cell phones and pagers should be switched off. No texting!!
3) Computers are allowed only for active note-taking. Persons using their computers for other purposes will be asked to turn them off.
4) Private conversation disturbs other students’ ability to concentrate on the lectures; disruptive talkers will be asked to leave the lecture room.
5) Bathroom trips and early departures are equally disruptive. People who leave during lecture will be asked to sign a signout sheet.

Computer Etiquette – Many students wish to bring laptops to class to take notes and consult readings as we are discussing them. However, some students abuse the Wi-Fi capabilities in the classroom to check e-mail, browse the Web, and in other ways distract themselves while in lecture. Unfortunately, such practices are also distracting for others in the classroom. Students who do not seem to be actively taking notes and engaging with discussion will be asked to put away their computers.

E-mail Etiquette – Some students have taken to using e-mails to the instructor in lieu of asking questions in class. Any question that can be asked in class should be asked in class. We always spend a few minutes at the beginning of class taking care of “business” issues. Questions about assignments, etc., should be asked then. (If you’re late to class, ask one of your fellow students what you missed.) This syllabus and the fuller information on our Blackboard have been designed precisely to give you as much information about the structure and expectations of the course as possible. So, before you zap off an e-mail to the instructor or the TA, ask yourself: (1) Did I check the syllabus first? (2) Did I check the Blackboard? (3) Have I asked a fellow classmate? (4) Can this wait to be asked in the next class meeting? By not overloading the instructor or TA with excessive e-mails, you help insure that we’ll have time to answer urgent or personal matters when we need to. A final point: remember that all e-mails to the instructor or the TA should be considered “professional correspondence.” Monitor your language, check your spelling and grammar, and strive to conform to all standards of professional discourse.

Written Work – All papers should conform to basic guidelines of neatness, standardized formatting (including numbered pages), etc. We do not accept submission of papers via e-mail; all work should be submitted via the “Assignments” function on Blackboard. ALWAYS keep a copy as backup.

Academic Honesty – No ethic is more important to the scientist’s or historian’s integrity than scrupulous use of, and documentation of, sources used. Improper use of others’ work (whether obtained from printed, electronic, or oral sources) is a violation of academic standards and will result in an automatic failing grade for the course. We will spend class time discussing the nature of plagiarism and proper methods of citation. Additional information can be found on Blackboard under “Academic Honesty.” Students are encouraged to bring their questions about this matter to the instructor or the TA.

1You will notice that even on this syllabus different forms of citation are used. That is because historians and anthropologists have different citation conventions. Depending on your major, please learn to use one or the other consistently.

2See also Charles Lipson, Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success (Chicago: University of Chicago Press, 2004).
Late Papers – See under “Attendance” above.

IMPORTANT DATES:
WEEK 1: Chronology Quiz this week (online); Test closes at midnight, Tuesday, January 25
WEEK 2: Terminology Quiz this week (online); Test closes at midnight, Tuesday, February 1
WEEKS 4 and 5: Paleopathology Lab; Lab must be submitted via Blackboard by midnight, Friday, February 18
WEEK 7: WEDNESDAY, March 2: MIDTERM EXAM
WEEK 10: Cholera Quiz this week (online); Test closes at midnight, Tuesday, March 22
WEEKS 11 and 12: History Lab; Lab must be submitted via Blackboard by midnight, Friday, April 8
Monday, May 9, 12:10 - 2:00: FINAL EXAM

TEXTS:
Required

All other readings will be available via the “Weekly Readings” button on our course Blackboard.

BLACKBOARD: This course has a Blackboard site that functions as a supplement (but not a substitute!) to the work we do in class. All materials handed out in class—syllabus, hand-outs, announcements, study guides—will be posted on Blackboard within 24 hours of class meetings, if not before. Also, the flexibility of Blackboard allows us to develop a multi-media approach to our study. Thus, the Blackboard also has links to numerous websites, dictionaries, and other resources that can help you out when you’re doing your class or exam preparation. They can also lead you to more information about topics (like Chinese medicine or drug development) which we do not have time to discuss in class. Finally, we have added an “At the Movies!” button and a “Book Club” one with information on movies and non-academic books that dramatize major moments or themes in the history of human health. So on a Saturday night when you’re too tired to study, rent a video or pull out a book, throw some popcorn in the microwave, and kick back for some fun!

HONORS CREDIT: Instructions for receiving Honors Credit for this course will be determined with the instructors.

LECTURE TOPICS


**Chronology Quiz opens this week (online; Test closes at midnight on Tuesday, January 25)**

TOPICS:
• methods for studying disease in the past: paleopathology, genomics, ancient DNA, historical documents

READINGS:

SUPPLEMENTAL READINGS:
Steinbock, R. T. 1976 *Paleopathological Diagnosis and Interpretation: Bone Diseases in Ancient Human Populations*. Charles C. Thomas, Springfield, IL.
Waldron, T. 2007 *Palaeoepidemiology: The Measure of Disease in the Human Past*. Left Coast Press, Walnut Creek, CA.

WEEK 2 (1/24 & 1/26): The Beginnings of Human Disease: Late Pleistocene Health

**Chronology Quiz ends this week (online; test closes at midnight, Tuesday, January 25)**

**Terminology Quiz opens this week (online; test closes at midnight, Tuesday, February 1)**

**TOPICS:**
- overview of the three epidemiological transitions
- interrelation between subsistence, population size, and disease
- health and disease in the Late Pleistocene
- case studies: Upper Paleolithic Europe and Late Pleistocene Australia

**READINGS:**

**SUPPLEMENTAL READINGS:**
Barnes, Ethne. *Diseases and Human Evolution*. University of New Mexico Press.
WEEK 3 (1/31 & 2/2): Tuberculosis in Early Agricultural Societies

Terminology Quiz closes at midnight, Tuesday, February 1

Guest Lecturer: Dr. Jane Buikstra, Regents’ Professor of Bioarchaeology and Director, Center for Bioarchaeological Research

TOPICS:

- evolution of Mycobacterium tuberculosis: the evidence from ancient DNA
- biology and paleopathology of tuberculosis
- case study: pre-Columbian America

READINGS:


SUPPLEMENTAL READINGS:


WEEK 4 (2/7 & 2/9): Malaria and Homo agricultor

Paleopathology Lab this week and next, to be submitted via Blackboard by midnight, Friday, February 18

TOPICS:

- biology and paleopathology of malaria
- intensification of agriculture, deforestation, and the origins of malaria
- case studies: ancient Rome and the prehistoric Pacific Islands

READINGS:


SUPPLEMENTAL READINGS:


WEEK 5 (2/14 & 2/16): Leprosy: The Insidious Scourge

Paleopathology Lab this week, to be submitted via Blackboard by midnight, Friday, February 18

TOPICS:

- biology and paleopathology of leprosy
- origins and spread of leprosy
- social meaning and consequences of the disease
- case study: leprosy in medieval Europe

READINGS:


SUPPLEMENTAL READINGS:


**WEEK 6 (2/21 & 2/23): The Dangers of Urban Civilization: Smallpox and Plague**

**TOPICS:**
- biology of smallpox, and the impact of urbanization on human health
- case study: smallpox in Europe prior to the discovery of the New World
- biology of *Yersinia pestis* and its vectors; origins of plague in ancient China
- case study: the Justinianic Plague (the First Plague Pandemic)

**READINGS:**
- Giovanna Morelli, et al., “*Yersinia pestis* genome sequencing identifies patterns of global phylogenetic diversity,” *Nature Genetics* 42, no. 12 (December 2010), 1140-1145

**SUPPLEMENTAL READINGS:**

**WEEK 7 (2/28 and 3/2): The 2nd Plague Pandemic (The Black Death)**

**WEDNESDAY, March 2: MIDTERM EXAM**

**TOPICS:**
- assessing catastrophic mortality
- idea of quarantine and the beginnings of public health
- why pandemics end
- case study: comparative impact of the Black Death in the Muslim and Christian worlds

**READINGS:**

SUPPLEMENTAL READINGS:

“East Smithfield Black Death Cemetery”,
http://www.museumoflondon.org.uk/English/Collections/OnlineResources/CHB/Database/Medieval+cemeteries/ESmithfieldBlackDeath.htm


WEEK 8 (3/7 & 3/9): The Columbian Exchange: Smallpox (again) and Syphilis

TOPICS:

- biology and paleopathology of syphilis
- early Spanish & Portuguese explorers in the Atlantic
- New World demography and pathocenosis before and after Contact
- case studies: disease exchanges between Old World and New (smallpox and syphilis)

READINGS:


SUPPLEMENTAL READINGS:


Noble David Cook, *Born to Die: Disease and New World Conquest, 1492-1650* (Cambridge: Cambridge University Press, 1998)


WEEK 9 (3/13-3/20): SPRING BREAK!!


Cholera Quiz this week (online; Test closes at midnight, Tuesday, 3/22)

TOPICS:
- the establishment of European colonialism and the rise of the slave trade
- smallpox (again) and yellow fever in the Atlantic world
- industrialization and urban growth
- case study: the cholera pandemics of the 19th century

READINGS:
- David Arnold, “The Indian Ocean as a Disease Zone, 1500-1950,” *South Asia: Journal of South Asian Studies* 14, No. 2 (1991), 1-21

SUPPLEMENTAL READINGS:
- Philip D. Curtin, *Disease and Empire: The Health of European Troops in the Conquest of Africa* (Cambridge: Cambridge University Press, 1998)
- David Arnold, ed., *Warm Climates and Western Medicine: The Emergence of Tropical Medicine, 1500-1900* (Amsterdam: Rodopi, 1996)

WEEK 11 (3/28 & 3/30): From the Global to the Microscopic: International Commerce and Laboratory Science

History Lab this week and next (to be submitted via Blackboard by midnight, Friday, April 8)

TOPICS:
- Pasteur, Koch, and the success of germ theory
- how European drugs took over the world
- case studies: the Third Plague Pandemic, 1894-1930; the 1918 Flu Pandemic

READINGS:
- Myron Echenberg, “Pestis Redux: The Initial Years of the Third Bubonic Plague Pandemic, 1894-1901,” *Journal of World History* 13, No. 2 (Fall 2002), 429-449

SUPPLEMENTAL READINGS:


**History Lab (finish – to be submitted via Blackboard by midnight, Friday, April 8)**

**TOPICS:**
- public health campaigns and the “Gospel of Germs”
- why were the effects of the 2nd Epidemiological Transition so unequal?
- case studies: diphtheria in New York; TB and Black health in the U.S. and South Africa

**READINGS:**

Seale Harris, “Tuberculosis in the Negro,” *Journal of the American Medical Association* 41 (1903), 834-838


**SUPPLEMENTAL READINGS:**


WEEK 13 (4/11 & 4/13): Diseases of the Tropics: From Defense to Control to Eradication

**TOPICS:**
- “tropical medicine” as a concept and a practice
- discovering the etiology of insect-borne diseases
• the Rockefeller Foundation and the World Health Organization (WHO)
• case studies: the failure of eradication campaigns in Latin America vs. the success of the worldwide smallpox campaign
• SUMMARY: assessment of the 2nd Epidemiological Transition in global perspective

**READINGS:**


**SUPPLEMENTAL READINGS:**


Anne-Emanuelle Birn and Gilberto Hochman, eds., special issue of *Canadian Bulletin of Medical History* 25, No.1 (2008) on History of Latin American International Health

Anne Hardy and Lise Wilkinson, *Prevention and Cure: The London School of Hygiene & Tropical Medicine, A 20th Century Quest for Global Public Health* (London: London School of Hygiene & Tropical Medicine, 2001)


**Monday, 4/18, 7pm:** screening of *And the Band Played On*

**TOPICS:**

• the 3rd Epidemiological Transition: the end of the “golden age” of biomedicine
• the “4-H Club”: early epidemiology, science, and social reactions to HIV/AIDS
• case study: the pandemic in North America

**READINGS:**

First U.S. case report of “AIDS,” available online @
http://www.cdc.gov/mmwr/Preview/mmwrhtml/june_5.htm

SUPPLEMENTAL READINGS:
Randy Shilts, And the Band Played on: Politics, People, and the AIDS Epidemic (New York: St. Martin’s Press, 1987)
Paul Farmer, AIDS and Accusation: Haiti and the Geography of Blame (Berkeley: University of California Press, 1992)
Steven Epstein, Impure Science: AIDS, Activism, and the Politics of Knowledge (Berkeley: University of California Press, 1996)


TOPICS:
• the fifth “H”: HIV and women, or how a “gay disease” became global
• the advent of HAART and the politics and economics of treatment
• case study: the HIV/AIDS pandemic in sub-Saharan Africa

READINGS:

SUPPLEMENTAL READINGS:
Paul Farmer, Margaret Connors, and Janie Simmons, eds., Women, Poverty, and AIDS: Sex, Drugs, and Structural Violence (Monroe, ME: Common Courage Press, 1996)
Philippe Denis and Charles Becker, The HIV/AIDS Epidemic in Sub-Saharan Africa in a Historical Perspective, posted on website of the Senegalese Network on “Law, Ethics, Health” @
http://www.refer.sn/rgds/article.php3?id_article=245
Carolyn Baylies and Janet Bujra, eds., AIDS, Sexuality, and Gender in Africa: The Struggle Continues (New York: Routledge, 2001)
Tony Barnett and Alan Whiteside, AIDS in the Twentieth Century: Disease and Globalization (New York: Palgrave, 2002)

WEEK 16 (5/2): Global Disease, Global Drugs, and Global Philanthropy

TOPICS:
• “emerging diseases” (e.g., Ebola, SARS, avian flu) and drug resistance
• who pays for global health initiatives?
• case study: “celebrity” philanthropy and the state of global health today

READINGS:
review Harper and Armelagos (from Week 2)
Paul Farmer, “Social Inequalities and Emerging Infectious Diseases,” Emerging Infectious Diseases 2, No. 4 (1996), 259-269

Read one week’s worth of news from any of the resources listed under “Breaking News” on Blackboard

SUPPLEMENTAL READINGS:
Marcos Cueto and Víctor Zamora, eds., Historia, salud y globalización (Lima: Universidad Peruana Cayetano Heredia, 2006)
Paul Farmer, Partner to the Poor: A Paul Farmer Reader, ed. Haun Saussy, foreword Tracy Kidder (Berkeley: University of California Press, 2010)
Poonam Bala, ed., Biomedicine as a Contested Site: Some Revelations in Imperial Contexts (Lanham, MD: Lexington Books, 2009)
Hormoz Ebrahimnejad, The Development of Modern Medicine in Non-Western Countries: Historical Perspectives (Abingdon/New York: Routledge, 2008)

WEDNESDAY, May 4: Review Session

MONDAY, May 9, 12:10 - 2:00: FINAL EXAM
THE HISTORY OF WOMEN IN SCIENCE AND MEDICINE

Instructor: Dr. Monica Green
Department of History
4568 Lattie F. Coor Bldg.
office phone: 480-965-4762 (direct line; main History phone is 480-965-5778)
office hours: Tu and Th noon – 2pm (or by appt.)
e-mail: monica.green@asu.edu

[President Lawrence] Summers [of Harvard] ... asked the wrong question. He saw the surface and missed what was behind it.

‘I think the question is ... are there women and have there been women who want to do science and could be doing great science, but they never really got the opportunity?’

“A Woman’s Place in the Cosmos,” Washington Post, 16 March 2005

COURSE DESCRIPTION: In January 2005, President Lawrence Summers of Harvard University ignited a firestorm of controversy by questioning whether women were really capable of doing high-powered science. This course starts from the premise that to answer that question adequately, we need to understand the full complexity of how gender issues in Western science and medicine have developed historically. We will range in our analysis from Greco-Roman Antiquity through the beginning of the 21st century, addressing the topic from two perspectives: (1) The history of scientific and medical theories about women and sex differences: what these theories are, why they change, how they reflect or are influenced by wider cultural concerns. (2) The history of women as actual participants in science and medicine: who the prominent women scientists and healers of the past have been, what opportunities women have had to learn and practice science and medicine, what difference (if any) women’s participation makes to the content or practice of science and medicine.

After introductory discussions about the concept of “gender,” the course will be divided into two major sections: first, there will be three weeks of lecture giving a broad overview of the development of science and medicine in the Western tradition. Then, we will spend the rest of the semester doing “case studies” of several key issues/episodes in the history of women/gender and science/medicine. Students will be divided into research teams that will collectively work with the instructor to develop lectures and presentations for the rest of the class.

NOTE: This course focuses on the development of western science and medicine. Students are welcome, however, to bring in non-western perspectives for the purposes of contrast or criticism and, with the instructor’s approval, to pursue a research project on a non-western topic.

REQUIREMENTS: A major part of our weekly discussions will revolve around the assigned readings, many of which are primary sources. Conscientious preparation of the readings and active class participation will be considered an essential part of your grade. Needless to say, you cannot participate if you are not present; any more than three (3) unexcused absences will result in an automatic lowering of your grade. After the lecture part of the course and the first exam, written work and testing will focus on each of the five “case studies.” There will either be a quiz or a short (1-2 page) writing assignment due on the last day of each of the units. Additionally, for the case study where you are part of the research group, you will not only contribute to the collective work of the group
(presented over two days in class) but you will also develop an independent research project (10-12 pages). Further details will be announced in class and posted under the “Assignments” button on our Blackboard page. **Papers can be submitted in hardcopy or posted to the “Drop Box” on Blackboard; they will NOT be accepted via electronic mail.** The course grade will be assessed approximately as follows:

- **Class Participation:** 10% (attendance and general discussion)
  - 10% (group project)
- **Case Study Quizzes/Short Essays:** 5% (each) for a total of 20%
- **Research Paper:** 25%
- **First Exam:** 15%
- **Final Exam:** 20%

**Extra Credit** can be earned in one of two ways: (1) using non-English sources for your research project; or (2) writing a “professional quality” book review of any of the books on the “Supplementary Readings” list that you did not use for your assigned report (see our Blackboard). Up to 10 points can be earned that will be applied to raise the grade on any **one** of your regular assignments, up to one full grade level.

**IMPORTANT DATES:**
- **Papers/Quizzes:**
  - formats and content of the Case Study mini-assessments will be determined by the student leaders for the period; whether it is a quiz or a written assignment, it will always be due (or taken in class) on the **last day of the unit** (**October 2, October 16, October 30, November 13, and December 4**)
  - **the due date for your own Research Paper is one week** after the last day of your Case Study session. For example, if you’re in Case Study #1, your paper will be due October 9. The one exception is for Case Study #5, where the paper will be five days later, on December 9.

- **Exams:**
  - **First Exam (covering Weeks 1-4):** available on-line at our Blackboard site from Thursday, September 18 through Thursday, October 2
  - **Quizzes/Short Essays for Case Studies:** October 2, October 23, November 6, November 20, and December 4
  - **Final Exam:** Tuesday, Dec 16, 9:50 - 11:40 AM

- **Academic Status Reports:** #1 – September 22–29, 2008; #2 – October 22–29, 2008

- **Religious Holidays recognized by ASU Registrar:**
  - 1st Day of Ramadan September *2, 3
  - Yom Kippur October *8, 9
  - Sukkot October *13, 14, 15
  - Shemini Atzeret October *20, 21
  - Simchat Torah October *21, 22
  - Navaratra Dashara September 30 - Oct. 8
  - Birth of the B’ab October *19, 20
  - Eid-al-Fitr October 2
  - Dusshera/Dasera October 9
  - Diwali/Diwali October 28
  - All Saints Day November 1
  - Birth of Bahá’u’lláh November *11, 12
  - Day of Covenant November *25, 26
  - Ascension of Abdul’l-Baha November *27, 28
  - Immaculate Conception of Virgin Mary December 8
  - Bodhi Day December 8

**POLICIES:**
- **Attendance** - As noted above, regular attendance is crucial to the success of the course. More than **three** absences will result in a lowering of your Class Participation grade. Missed assignments must be made
up by the next class period; thereafter, the grade will drop one full grade for each day late. You are welcome to turn in essays before the due date if that suits your schedule better. **In fairness to other members of the class, extensions cannot be granted.** (See our Blackboard for missed assignments due to Religious Holidays.) If you know that you will be absent in advance or if you are sick, please send an e-mail directly to me: monica.green@asu.edu.

**Classroom Etiquette** - Because we are gathered as a group to participate both in lectures and class discussion, it is vital that we maintain an atmosphere conducive to total participation. Therefore, the following rules will be observed in class:

1) **No eating during class.**
2) **Cell phones and text-messagers should be switched off.** Students who use computers to take notes are asked to disable their wireless connections during lecture, unless specifically given permission by the instructor.
3) Private conversation disturbs other students’ ability to concentrate on the lectures; **disruptive talkers will be asked to leave the lecture room.**

**E-mail Etiquette** - Some people have taken to using e-mails to the instructor in lieu of asking questions in class. Any question that can be asked in class should be asked in class. I always spend a few minutes at the beginning of class taking care of “business” issues. Questions about assignments, etc., should be asked then. (If you’re late to class, ask one of your fellow students what you missed.) This syllabus and the fuller information on our Blackboard have been designed precisely to give you as much information about the structure and expectations of the course as possible. So, before you zap off an e-mail to the instructor, ask yourself: (1) did I check the syllabus first? (2) did I check the Blackboard? (3) have I asked a fellow classmate? (4) can this wait to be asked in the next class meeting? By not overloading the instructor with excessive e-mails, you help insure that we’ll have time to answer urgent or personal matters when we need to.

**ALWAYS INCLUDE “HST 312” IN THE SUBJECT HEADER IF YOU ARE NOT E-MAILING VIA BLACKBOARD!!** If you don’t, your message might get deleted as junk mail.

**Written Work** - I still accept papers written in the “old technology”—typed or even written by hand. All papers, whatever the technology, should conform to basic guidelines of neatness, standardized formatting, etc. (If you need guidelines about proper formatting, check the “Academic Honesty” button on our Blackboard. I’m flexible about style, but in general prefer Chicago Manual of Style.) **I do not accept submission of papers via e-mail; all work should be submitted in hard copy or digitally via the “Drop Box” function on Blackboard.** If submitting via Blackboard, please send a note to the instructor to confirm submission. (See also the section “Case Studies” below.)

**Academic Honesty** - no ethic is more important to the historian’s integrity than scrupulous use of, and documentation of, sources used. Improper use of others’ work (whether obtained from printed, electronic, or oral sources) is a violation of academic standards and will result in an automatic failing grade for the course. We will spend time discussing the nature of plagiarism and proper methods of citation; additional information can be found on our Blackboard under the “Academic Honesty” button. In addition, students are encouraged to bring their questions about this matter to the instructor.

**TEXTS** (Available at the ASU Bookstore):

**OTHER ASSIGNED READINGS:** All other assigned readings beyond the purchased textbooks will be made available through our course Blackboard. (Once you’ve registered for the class, you will automatically be listed among the registered users of the course site. To access, go to myasucourses.asu.edu and sign in with your ASURITE ID, then click on the appropriate links.) Some readings will be in RTF files; some in PDF; and some are found through links to other websites, including subscriptions through ASU libraries.
My preference is that you print out all primary source readings and bring them to class on the days we’re discussing them. For all other readings (or if you prefer not to print out everything), you must take sufficient notes to allow you to participate actively in class discussions. No excuses!

CASE STUDIES: Students from many different disciplines and with many different interests take this course. Therefore, we begin with a general historical survey in Weeks 1–4 to put everyone “on a level playing field”. The first exam assesses your grasp of the major themes we have covered. Then, we move to “Case Studies” where we focus more intently on specific issues of how women have practiced science/medicine or how the sciences and medical fields have conceptualized women and sex differences. These case studies have three components: (1) communal readings, general lectures by the instructor, films, etc.; (2) reports/lectures/presentations prepared by each Study Group and delivered to the rest of the class; and (3) formal research papers that each student in the Case Study Group prepares out of work they have done for the group report (this is due one week after the in-class presentation). Each student will be assigned to one of the five Case Study Groups. The Group’s assignment is to do additional research about specific issues on the general topic (for example, one group member might do a biographical study on an individual scientist; another might research the history of breast cancer). Together the group will design additional presentations/reports/lectures to be presented to the rest of the class. The group will also design the form and content of the assessment for that period. In other words, you will become the teachers of the course for your Case Study. More details about these group projects will be given in class and posted on our Blackboard.

SUPPLEMENTAL READINGS (see our Blackboard): Aside from material you choose to use for your Case Study project, these readings are not required. Rather, they are listed to provide you with background to the weekly topics should you be interested in exploring certain questions further. Also, as noted above, you can choose to write a “professional quality” review of one of these books for extra credit; see details on our Blackboard.

WEEKLY ASSIGNMENTS
Part I: Introduction

WEEK 1 (8/26 & 8/28): Why Study Women’s History in the Sciences and Medicine?

READINGS:
Linda Nochlin, “Why Have There Been No Great Women Artists?”
Aimee Sands, “Never Meant to Survive: A Black Woman’s Journey” (an interview with Evelynn Hammonds)

optional: Sandra G. Harding, “Gender and Science”

Part II: General Survey

WEEK 2 (9/2 & 9/4): Science and Medicine in the Premodern World

READINGS:
Aristotle, “Selections” (Generation of Animals, History of Animals, On Dreams, and Politics)
Phintys, “On the Moderation of Women” (includes Pythagorean women; Hyginus on Agnodice; Soranus on midwives; Socrates Scholasticus on Hypatia; “Documents on Midwives in Late Antiquity”)
University of Paris, “The Case of a Woman Doctor in Paris” and “An Unlicensed Woman Surgeon”
Michael Shank, “A Female University Student in Late Medieval Kraków”


READINGS:
Susan Broomhall, “Women’s Experiences as Readers, Owners and Collectors of Books” (thru p. 26)
Christine de Pizan, Book of the City of Ladies (excerpt)
Catherine des Roches, “On Agnodice”
Madame du Châtelet, preface to her translation of Mandeville’s *Fable of the Bees*


**READINGS:**
- ABIR-AM & OUTRAM, Chapters 7 & 10 (Maria Mitchell & Marie Curie)
- “Changing the Face of Medicine,” an online exhibit sponsored by the National Library of Medicine, Bethesda, MD, http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/ — click on the button “Physicians,” go to the section marked “Medical Schools,” and look up the biographies of at least three physicians born before 1880 (aside from Elizabeth Blackwell) who studied at any of these institutions: Case Western Reserve, Central Medical College, Cornell University, Female Medical College of Pennsylvania, Hering Medical College, Johns Hopkins, Kansas City Medical College, Keokuk Medical College, New England Female Medical College, New York Women’s Medical School, University of Michigan, University of Oregon, Woman’s Medical College of Baltimore, Woman’s Medical College of Pennsylvania, Woman’s Medical College of the New York Infirmary

**The exam covering Weeks 1-4 will be available on-line at our Blackboard site from Thursday, September 18 through Thursday, October 2. During that period, you can take it as many times as you like until you are satisfied with your performance.**

**Part III: Case Studies**

**Case Study #1 (WEEKS 5 and 6, September 23–October 2): Female Midwives, Male Surgeons, and the Gendering of Women’s Medicine in Premodern Europe**

**READINGS:**
- M. H. Green, “Bruno’s Paradox: Women and Literate Medicine” (= chapter 3 of *Making Women’s Medicine Masculine: The Rise of Male Authority in Premodern Gynaecology*)
- childbirth stories from M. Rogers and P. Tinagli, *Women in Italy: 1350-1650*
- Sprenger & Kramer, *Malleus maleficarum* (excerpts)
- “Early Modern Regulation of the Practice of Midwifery” (midwives’ licenses)
- Louise Bourgeois, “Observations diverses” (excerpts)
- Hugh Chamberlen on the Obstetrical Forceps
- Elizabeth Cellier, “A Scheme for the Foundation of a Royal Hospital” (excerpts), and “Letter to Dr. . . . an Answer to his Queries, concerning the Colledg of Midwives”

**WEEK 7 : No class Week of October 7-9**

**Case Study #2 (WEEKS 8 and 9, October 14-23): Science in the Salons: Women and the Enlightenment**

**READINGS:**
- ABIR-AM & OUTRAM, Chapter 2
Case Study #3 (WEEKS 10 and 11, October 28 to November 6): Sex & Education in the 19th and Early 20th Century: A Fair Chance for the Girls?

**READINGS:**
- Elizabeth Fee, “Nineteenth-Century Craniology: The Study of the Female Skull”
- Anonymous, “Biology and ‘Woman’s Rights’”
- Margaret Rossiter, “‘Women’s Work’ in Science”
- ABIR-AM & OUTRAM, Uneasy Careers, Chapter 3 plus one of the biographical studies from Part II

Case Study #4 (WEEKS 12 and 13, November 11–20): The Hormonal Paradigm and 20th-Century Rethinkings of “Female Nature”

**READINGS:**
- “The Quest for a Psychology of Womanhood” (excerpts from Freud & Karen Horney)
- OUDSHOORN, Beyond the Natural Body (entire)

Case Study #5 (WEEKS 14 and 15, November 25, and December 2–4): Equality Achieved? Women Scientists and Medical Practitioners from 1930-2005

**Thursday, November 27: THANKSGIVING!!**

**READINGS:**
- Margaret Rossiter, Chapter 1 from Women Scientists in America: Before Affirmative Action, 1940-1972 (Baltimore: Johns Hopkins University Press, 1995)
- Sherwin Nuland, “A Triumph of Twentieth-Century Medicine: Helen Taussig and the Blue-Baby Operation”
- Joan Cassell, The Woman in the Surgeon’s Body (entire)

In class: film – The Missing Link (Lise Meitner)

**Part IV: Conclusions**

WEEK 16 (December 9): Is Feminism Relevant Anymore?

**READINGS:**

**Final Exam: Tuesday, Dec 16, 9:50 - 11:40 AM**
WGS/ES 350: GENDER, RACE, SCIENCE AND TECHNOLOGY

Instructor
Dr. Jane L. Lehr
Email: jlehr@calpoly.edu
IM/iChat: jlehrcalpoly
Office Location: 38-140
Office Phone: 756-6442
Office Hours: TBA

Required Texts
L. Schiebinger (1999). Has Feminism Changed Science?

Required Electronic Materials
This course will also use a large number of articles and excerpts that will be posted on the course Blackboard site in PDF or HTML format. If you do not have access to a reliable printer, consider printing or making copies at the library (10 cents/page), in a campus computer lab, or at a local copy shop.

Note that this upper-level course involves significant amounts of reading. Unless otherwise indicated, you are expected to complete all the readings. You are strongly encouraged to bring copies of all readings to class each day, as well as to take notes as you read. Stay on top of the assigned readings and multimedia content. Read or view them in pieces if you are pressed for time. Do what works best for you to achieve high levels of comprehension and engagement with the course content.

NOTE: Students who complete all required course readings will be positioned to do well in the course. Students who do not complete all assigned readings – for whatever reason – will not do well. Do not take this course if you do not plan to complete the assigned readings

Course Description
This course examines the complex relationships between gender, race, science, and technology in historical and contemporary contexts. This examination highlights the role of ethical, social, cultural, political, and economic factors in determining historical and contemporary meanings of scientific and technical practice, as well as knowledge and beliefs about gender, race, class, and sexuality. The course also asks students to engage with reform efforts that seek to create more socially responsible scientific and technical knowledge production and decision-making practices (Fulfills GE F, USCP).

Expected Learning Outcomes
Students will demonstrate:
1) substantial knowledge of foundational and contemporary research literature in the interdisciplinary fields of Women’s & Gender Studies, Ethnic Studies, and Science & Technology Studies (STS) that explores the complex relationships between gender, race, science, and technology;
2) an ability to define key concepts and terms employed in this literature, and to use these concepts and terms to conduct independent analyses in individual and group settings;
3) an understanding of the ways in which WGS/ES/STS scholars argue that social, cultural, political, and economic factors shape historical and contemporary meanings of scientific and technical practice, as well as knowledge and beliefs about gender, race, class, and sexuality;
4) engagement with efforts that seek to create more socially responsible scientific and technical practices; and,
5) the effective use of computer and web-based skills in a liberal arts context with the understanding that basic technical literacy is required to meet the demands of today’s university and professional settings.

It is also expected that students who demonstrate the learning outcomes of the course will be better prepared to understand the social, cultural, political, historical, and economic factors that have shaped their own social and occupational identities, as well as the social and occupational identities of others. This knowledge should better prepare students to work, collaborate, and interact more responsibly and effectively in an increasingly diverse and globalized workplace and world.
COURSE REQUIREMENTS

Exam 1 15%
Exam 2 – Take-Home Essay 15%
Final 25%
Online Dialogue Papers 15%
Critical Book Analysis 10%
Cohort Class Lead 10%
Class Participation * 10%
Total 100%

2 Cultural Events +2% (extra credit possible; 1 point per write-up)

* Any Pop Quizzes will count as part of your Class Participation grade

COMMUNICATION

blackboard: Blackboard (available via http://my.calpoly.edu) will be used as our primary course web site. This site will house the course syllabus, schedule, electronic readings, and so forth. You will also submit assignments through this site, access your grades, and participate in asynchronous class discussions. Make it a habit to regularly visit the Blackboard course site. All announcements will be posted to this site. You are responsible for timely receipt of announcements.

e-mail: You must have a Cal Poly User name for this course. This address is necessary to receive course email and to log onto the electronic Blackboard system. If you wish to use AOL, Hotmail, Yahoo, etc., as your primary email address instead of your Cal Poly email account to, log into http://my.calpoly.edu and use the Personal Information channel to change your Email Delivery Address.

your name: If there is a difference between your “primary” (or birth/given) name and the name you would like to be called in your courses, please follow this procedure. Log into http://my.calpoly.edu and use the Personal Information Channel to add/change your “preferred” name. This will change how your name appears on the class role and the Blackboard site. You can also update the name you would like to appear on your diploma via this same process.

ADDITIONAL GUIDELINES

Make-Up & Extensions Policy
Participation grades will be adversely affected if students have more than two unexcused absence per quarter. You will lose 1.5% points off your final grade for each additional unexcused absence. Two excessive tardies (10 minutes or more) will count as one unexcused absence, as will missing the 2nd half of class following any short mid-class breaks. While there is no guarantee that missed class work can be made-up or that extensions to assignment due dates will be provided, arrangements may be made if extenuating circumstances are involved. Whenever possible, arrangements must be made prior to the absence or assignment due date. Appropriate supporting documentation will be required in these instances, such as a letter from the dean of your college or your academic advisor providing the details of your extenuating circumstance. If you do not make arrangements prior to the due date, late assignments – if accepted – will be penalized at the rate of 1 letter grade per day.

Grading Policies
The instructor’s goal is a 10-day turnaround for all grading. All grades will be posted to the online gradebook, available on the Blackboard site via the My Grades link. The standard grading scale for this course is:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93.3-100%</td>
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<tr>
<td>A-</td>
<td>90.0-93.2%</td>
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<tr>
<td>B+</td>
<td>86.6-89.9%</td>
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<tr>
<td>B</td>
<td>83.3-86.5%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-83.2%</td>
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<tr>
<td>C+</td>
<td>76.6-79.9%</td>
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<tr>
<td>C</td>
<td>73.3-76.5%</td>
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<tr>
<td>C-</td>
<td>70.0-73.2%</td>
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<tr>
<td>D+</td>
<td>65.0-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>60.0-64.0%</td>
</tr>
<tr>
<td>D-</td>
<td>55.0-59.9%</td>
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</table>

From the date that any assignment or exam grade is posted, you have one week to request a formal re-grade. To request a regrade, please submit a list of concerns to the instructor by email and then make an appointment with the instructor.

Plagiarism & Cheating
Please remember that Cal Poly does not tolerate academic cheating or plagiarism in any form. Please review the formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the Campus Administrative Manual, Section 684, available at: http://www.academicprograms.calpoly.edu/academicpolicies/Cheating.htm.
According to Cal Poly policies, “Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another’s writing without credit or originality; use of another’s project or program or part thereof without giving credit.”

The instructor takes any evidence of academic dishonesty very seriously. You must document all outside sources, including web sites, using MLA or APA guidelines. Failure to do so constitutes a violation of Cal Poly policy. Please note that cases of plagiarism will be dealt with as 'cheating' and that, according to Cal Poly policies, "Cheating requires an ‘F’ course grade."

For additional clarification, please review the following online modules and then contact me if you have any additional questions:

http://irc.uconn.edu/PlagiarismModule/intro_m.htm
http://www.umuc.edu/ugp/ewp_writingcenter/modules/plagiarism/

Please also note that submitting work for which you have already received credit in another course also counts as cheating, according to the Cal Poly Office of Student Rights and Responsibilities.

Religious Holidays
If any of our scheduled course meetings or due dates conflict with your observation of specific religious holidays, please notify the instructor. I can help you find a fellow student to share notes with you, or I can arrange to have the class recorded. I may also arrange an alternate assignment for the day(s) in question. However, you must make arrangements prior to the holiday in question, or it will be counted as an unexcused absence.

Writing Center
For assistance with your writing, you may wish to use the free services offered by Cal Poly’s University Writing Lab. They can provide help as you review and revise your work, such as by offering writing tips, grammar rules, stylistic suggestions, etc. Since your grade in this course is significantly based on writing, the Writing Center can be a valuable resource. They are located at 10-138. For more information, see: http://www.calpoly.edu/~wrtskills/writlab/. If applicable, the Writing Center also offers an ESL Conversation Lab every Friday, 10 a.m. - 12 p.m.

Disability Accommodations
Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class if accommodations are needed. To receive accommodation, you must show the instructor a visa from the Disability Resource Center. For more information, see: http://www.drc.calpoly.edu/. If you will need special assistance in the event of an on-campus emergency, please also alert the instructor.

ABOUT CLASS PARTICIPATION
Discussion and participation are critical components of this course. Much of the work in class involves collaboration with fellow students; it is an active learning environment. You are expected to participate in all class activities. I realize that some people are more vocal than others are; that does not matter much in this class where participation means many things besides talking. The silent participant is often the most active because listening is often more important than speaking. Courtney Cazden gives a useful summary of the functions of discussion in her book Classroom Discourse (Heinemann, 1988):

1. Discussion acts as a catalyst: it forces us to confront alternative or contradictory ideas or arguments. We either revise our ideas to take counter arguments into account, or we augment our arguments to counter the objections that have been raised.
2. Discussion is a particular kind of social event that provides us with ways of enacting complementary roles, of participating in mutual guidance and support.
3. Discussion constitutes ideas and opinions. That is, we don’t go into a classroom (or other discussion setting) with fully formed and articulated ideas in our heads, waiting to shoot them out of our mouths. Instead, we use talk and discussion as a way to clarify in our own minds what we “think.” Discussion allows us to participate in “exploratory talk.”

You are expected to carefully read assigned readings before each class so that you can participate in both small and large group discussions.

For our synchronous and asynchronous discussions to work, they must proceed in a fashion that allows everyone to participate in a constructive manner where differences are respected and appreciated. Our classroom needs to be open
and hospitable to all members of the class. This does not happen naturally. In previous courses, students have found the following pointers constructive:

- **On talking:** While you do not need to talk all the time, you will need to actively participate in large and small group discussions/activities.

- **On disagreement:** Please, be comfortable disagreeing with the instructor and each other. Do not assume that every question asked has a right answer.

- **On listening:** You must actively listen and avoid dominating the conversation. There will be times when you won’t get to say everything that you want! When this happens, consider putting your thoughts into your discussion board ‘blog’ or participation journal.

- **On respect and civility:** You must honor other speakers and the texts that you are dealing with by treating them with respect and civility. Do not pigeon-hole other speakers by naming (calling them “sexist,” “racists,” “conservatives,” “liberals,” “emotional,” “relativist,” “politically correct,” etc.). This will close off discussion. Be conscious of gender, racial, ethnic, and ESL dynamics so that you can avoid the unconscious behavior that these may lead to – i.e., interrupting, ignoring or denigrating comments, asking challenging rather than supportive questions, and general domination of the floor.

- **On prior experiences:** Some of you will have read more than others on our class topics; some of you may have extensive personal experience with some of the things we discuss in class. Do not simply dismiss someone who is saying something that goes against all of your experience or learning. Do draw on your experience when relevant, but explain, illustrate, make an argument that is open to response by those who don’t share your specific expertise.

- **On confidentiality:** One of the goals of this course is to create a trusting and open environment where we may reflect upon personal life experiences – it is through this situation that the topics that we cover will actually become relevant to the way that you understand yourself and the world. Given the nature of the subject matter, it is quite plausible that course participants may disclose personal information related to life situations. Therefore, it is expected and required that course participants will not divulge the personal circumstances of others.

We will discuss these suggestions on the first day of class and establish any additional guidelines for participation, which we will have the opportunity to revisit throughout the quarter.

**ABOUT ASSIGNMENTS**

There is an in-class midterm and final exam in this course, as well as other scheduled assignments. Surprise or ‘pop’ in-class reading checks will occur throughout the quarter – the number of which will increase if students are not completing the assigned readings in a timely and attentive manner. All readings and assignments build on previous ones, and you are responsible for the cumulative information.

Because each class of students is unique – with unique interests, goals, and conversations – it is not easy to anticipate how our session will develop. Therefore, the instructor reserves the right to redesign the syllabus and some of the assignments as we move along – just as you have the right to make suggestions for readings and assignments, and, more generally, to shape our course of study.

In all cases, the instructor has designed assignments to allow you to show your ability to think critically and to comprehend and apply course material. She will know that you really understand the analytical frameworks we are exploring when you can apply them in interesting and creative ways to new situations or questions.

You are expected to turn in work that has been PROOFREAD. In all cases in which you are asked to post work online, first develop and save the work in a word processing program and then post it. Each written assignment (unless otherwise noted) should follow standard grammatical and stylistic rules for expository writing.

To complete assignments, you will need to use assigned readings, recommended readings, and additional research. The instructor is happy to meet with you to discuss how you can best develop and organize your research programs.

Your assignments will be judged based upon the following criteria:

For the Grade of A:
In addition to meeting all the requirements for a B grade: Asks generative questions, i.e., questions that do not have simple answers, but that point you in the direction of some sustained inquiry. The A paper/project provides insightful synthesis of readings and class discussion, and goes beyond issues raised in class.
For the Grade of **B**:  
Shows clear comprehension of the readings, class discussion, and the assignment. The paper/project is thoughtful, and reflective, written in a clear, comprehensible style without major grammatical or spelling errors.

For the Grade of **C**:  
Fails to show full comprehension of the readings, class discussion, and assignment. Limited in thought and reflection. Is not entirely clear and comprehensible, may have major grammatical and spelling errors.

For the Grade of **D**:  
Almost entirely fails to comprehend the readings, class discussion, and assignment. Has very little thought and reflection. Unclear and almost incomprehensible. Has major grammatical and spelling errors.

For the Grade of **F**:  
Entirely fails to comprehend the readings, class discussion, and assignment. Has no thought and reflection. Entirely unclear and incomprehensible. Has major grammatical and spelling errors.

**ASSIGNMENTS**

**Online Dialogue Papers (3 x 5 points)**

In addition to our twice-weekly meetings, course interactions will also occur via online dialogue papers. Online dialogue papers are due in the appropriate Blackboard discussion board by class time on M 9/26, M 10/10, and M 11/14. In addition to the specific directions provided below, these online dialogue papers will allow for reflection on the previous class readings, presentations, and discussions and will allow for both the review and extension of class materials in a collaborative learning environment.

Each online dialogue paper should be a minimum of 500 words, and include at least two quotations from at least two different assigned readings and/or films from previous weeks (cite the author’s last name and the page number of the quotation for the assigned readings). NOTE: Quotations do not count towards your minimum word count. In all cases, first develop your response in your word processing program, save the file, and then copy your response into the discussion board.

To complete the assignment, each student is also required to post two ‘critical responses’ to at least two different classmates’ online dialogue papers. As you respond to your classmates’ postings, constructively challenge each other’s assumptions, and note any oversights. Each critical response should be a minimum of 75 words. Please respond to different classmates throughout the quarter. Critical responses are due by class time on W 9/28, W 10/12 and Th 11/16.

All students are strongly encouraged to review all online dialogue papers prior to the next class following the due date.

**ONLINE DIALOGUE PAPER GRADING RUBRIC**

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<tr>
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<th>Minimal</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>4.25</th>
<th>4.5</th>
<th>Superior</th>
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<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>Demonstrates insufficient, naïve or confused understanding of key concepts, terms, arguments, and/or analyses</td>
<td>Partially, superficially or incompletely demonstrates understanding of key concepts, terms, arguments, and/or analyses</td>
<td>Demonstrates understanding of key concepts, terms, arguments, and/or analyses; two critical responses submitted</td>
<td>Demonstrates sophisticated understanding of key concepts, terms, arguments, and/or analyses; two critical responses are insightful and complex</td>
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<tr>
<td><strong>Discussion of Course Materials</strong></td>
<td>Discussion relies primarily on superficial generalizations or is highly inaccurate, confused and/or contradictory</td>
<td>Discussion is limited and may be partially inaccurate and/or may neglect major aspects of author arguments</td>
<td>Discussion is clear, accurate, and adequate. Development aided by the inclusion of some key details.</td>
<td>Discussion is clear, accurate, integrated, and sophisticated. Consistently includes details that point to the complex nature of the topic.</td>
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Online Dialogue Paper 1: Implicit Association Tests & Self-Reflection (Due M Sept 26)

Test yourself for hidden bias by using materials made available via Tolerance.Org and Project Implicit.

1. Take at least 4 Implicit Association Tests (IATs) – you must take the Gender-Career and Gender-Science IATs plus at least two others
   https://implicit.harvard.edu/implicit/demo/
2. Read Tolerance.Org’s tutorial on hidden biases:
   http://www.tolerance.org/hidden_bias/tutorials/

Then, in this minimum 500-word analysis paper, react to the IATs and hidden bias tutorial by discussing:

- how the IATs intersect with class discussions and/or readings during Week 1 or 2
- how your results relate (or do not relate) to your life experiences and choices related to gender, race, science, and technology
- what role you think the IATs might play in theorizing Women’s & Gender Studies or Ethnic Studies, and/or what productive role they could play in other contexts (for instance, professional training)
- what you think can be learnt from the IAT project in general.

If you wish, you may also wish to discuss whether you were surprised by the test results you received, as well as any weaknesses you have identified with the test premises (and how these might be addressed).

You must include at least two quotations from at least two different assigned readings and/or films from Week 1 or 2. Two critical responses due by Th Sept 28.

Online Dialogue Paper 2: Interviews with 2 Past, Current or Future STEM Professionals (Due M Oct 10)

For this online dialogue paper, you will interview at least 2 people who work or plan to work in a STEM profession. Interviewees can be

- STEM professionals (e.g., scientists, engineers, technicians)
- STEM office/lab workers (who may or may not have official STEM training or actually do STEM work in these contexts – for instance, an administrative assistant at an engineering firm or medical office could be included as an interviewee)
• someone who is currently training to be a STEM professional (e.g., a science or engineering undergraduate or graduate student)
• someone who was training to be a STEM professional or did work in a STEM context but left for another career option.

At least one of your interviewees must be from an underrepresented group in STEM professions (i.e., a woman, a person of color, a sexual minority, someone from a working class background, a dis/abled person, etc.).

Develop your interview questions based on themes and analyses in course readings. For instance, pay attention to factors in interviewee’s life histories and contemporary situations that have propelled these individuals towards a STEM career, as well as any challenges they have experienced or situations/interactions they have observed related to the ways in which race, class, gender, sexuality, dis/ability, etc. can matter in STEM contexts. Also pay attention to things like the ratio of men to women (and/or white people to people of color) in different types of jobs at their places of employment or in their schooling and what type of flexibility is provided to persons with children or other family obligations (like caring for aging parents). It might also be interesting to ask about what role your interviewees think scientific knowledge should play in personal and public decision-making (e.g., how much authority and weight should scientific knowledge have and why).

You do not need to turn in actual interview transcripts. You are only required to have these conversations, listen, and learn. These conversations give you a chance to APPLY THE COURSE MATERIAL. Use the course material to make some sense of what you’re hearing from these interviewees. Are their experiences typical or atypical? Are their expectations realistic or idealistic? What would the various authors we have read say is going on in response to the data you have collected? Do their experiences and observations fit specific demographic, economic, and historical trends? Be sure to say whom you interviewed – not by name but by their position within STEM fields and other demographic information.

In this minimum 500-word paper, complete your analysis. You must include at least two quotations from at least two different assigned readings and/or films. Finally, briefly (i.e., 1-2 sentences) comment on what you gained from this assignment. How have the readings and/or the interviewing affected your views of your own present or future situation with regard to STEM work? Two critical responses due by W Oct 12.

Online Dialogue Paper 3: The Personal & Public Politics of Pregnancy and Childbirth (Due T Nov 14)
For this online dialogue paper, you will interview at least 2 people about the personal and/or public politics of childbirth. You must interview at least one woman, and at least one person who is either now a parent (any sex), or who has terminated or lost a pregnancy, or was/is the partner of someone who has terminated or lost a pregnancy.

Develop your interview questions based on themes and analyses in course readings. You may explore both the politics of childbirth (ob-gyn vs. midwife, etc.) and/or the politics of selecting for or against specific traits.

You do not need to turn in actual interview transcripts. You are only required to have these conversations, listen, and learn. These conversations give you a chance to APPLY THE COURSE MATERIAL. Use the course material to make some sense of what you’re hearing from these interviewees. Are their experiences typical or atypical? Are their expectations realistic or idealistic? What would the various authors we have read say is going on in response to the data you have collected? Do their experiences and observations fit specific demographic, economic, and historical trends? Be sure to say whom you interviewed – not by name but by their demographic information, including age, race, profession, etc.

In this minimum 500-word paper, complete your analysis. You must include at least two quotations from at least two different assigned readings and/or films. Finally, briefly (i.e., 1-2 sentences) comment on what you gained from this assignment. How have the readings and/or the interviewing affected your views of the personal and public politics of pregnancy and childbirth? Two critical responses due by Th Nov 16.

Critical Book Analysis (10 points)
A separate handout will be distributed the 2nd week of class describing this assignment in more detail. Due W Nov 30.

Cohort Class Lead (10 points)
On the second day of class, students will sign-up for a cohort class lead. Your cohort will be responsible for leading at least one hour of one class during the quarter. You are expected to SYNTHESIZE assigned readings to identify main points and concepts in order to facilitate class discussion. While you may find it useful to provide an overview of readings via a powerpoint presentation or handout as part of your class lead, your primary job is to facilitate discussion and/or other activities that engage your classmates and the readings. (You may also find it useful to incorporate additional materials like videos, poems, or songs. You may also give pop quizzes if you wish.)
NOTE: In many cases, assigned articles may have significant overlap. Focus on how articles intersect with and differ from each other. If two authors make the exact same point, you do not need to cover it in-depth twice. Note that it may appear to be easiest to divide up responsibilities for the class lead by article, but this will probably not make the most sense for leading discussions on your topic area. As well, in some cases you may wish to focus on a subset of articles as part of your class lead. You must address at least 70% of the required articles assigned for the day in your class lead. Please alert the instructor in advance if you will not be discussing one or more of the required articles. NOTE: You are welcome to include one or more of the recommended readings in your class lead, but this inclusion is not mandatory.

Components of class leads include:
- Article Overview: Post Main Points and Analysis at least 12 hours before class on the Class Lead Discussion Board (minimum 500 words)
  - Include at least one quotation from each assigned article
  - Include at least 3 questions for class discussion – 2 about the day’s articles, 1 about how the day’s articles relate to topics discussed in previous classes
  - NOTE: If you are using a powerpoint presentation as part of your class lead, you may upload this instead of the Article Overview.
- During class, your cohort will introduce the articles and be responsible for facilitating at least 1 hour of class activities/discussion.
- After your class lead, cohort members will be asked to complete self-evaluations. These will be used in the determination of your grade for this assignment.
- All students are required to read and prepare for each discussion, and actively participate in class discussions.
- NOTE: Cohort Class Lead grades may not be posted until all class leads have been completed.
  - NOTE: Each cohort must meet with the instructor for discussion and planning at least 2 days prior to the class lead. If possible, each cohort member should be present for this meeting, however, a minimum of half the cohort members must be present to proceed without penalty. This meeting may take anywhere from 10-30 minutes depending on the state of cohort preparation. You should come to the meeting with the instructor having already identified the main themes of the class readings assigned for the day of your class lead.

Exam 1 (15%)
This exam will occur on M Oct 17. Questions may include short answer, id/definition questions, essay questions, multiple choice, etc. Make-up exams will be given only in the case of dire circumstances (assuming relevant and substantial documentation is provided).

Exam 2: Take Home – Critical Article Review (15%)
A separate handout will be distributed by M Oct 24 describing this minimum 750-word assignment, which will allow you to explore the intersections of gender and race with scientific and technical knowledge in a more substantive manner. The due date is W Nov 9.

Final Examination (25%)
Comprehensive exam designed to explore and integrate the quarter’s work. It will cover readings, lectures, videos, and any guest speakers. Questions may include short answer, id/definition questions, essay questions, multiple choice, etc., as well as a comprehensive essay.

READINGS & CLASS SCHEDULE
Note: Unless otherwise indicated, you are expected to complete all the readings prior to class meeting times. You are strongly encouraged to bring copies of all readings to class each day, as well as to take notes as you read.

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<thead>
<tr>
<th>Module 1: Women &amp; People of Color in Science and Engineering</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>M Sept 19</td>
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<tr>
<td>Introduction &amp; Course Overview: Introduction to Terms &amp; Frameworks</td>
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<tr>
<td>Lorber (1994), “‘Night to His Day’: The Social Construction of Gender” (PDF – 7 p)</td>
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<td>Tatum, “Defining Racism: ‘Can We Talk?’” (PDF – 7 p)</td>
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<td>W Sept 21</td>
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<td><strong>A Brief History of Women &amp; People of Color (PoC) in STEM Fields; The “Problem” of Women and PoC in the Twentieth-Century</strong></td>
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<tr>
<td>Schiebinger (1999), “Hypatia’s Heritage” (HFCS, pp. 21-32)</td>
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<td>Takaki (1976), “Aesculapius Was a White Man: Antebellum Racism and Male Chauvinism at Harvard Medical School” (PDF – 8 p)</td>
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<tr>
<td>Hess (1995), “The Origins of Western Science: Technotems in the Scientific Revolution” (PDF, pp. 54-68; 82-86)</td>
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<td>Schiebinger (1999), “Meters of Equity” (HFCS, pp. 33-53)</td>
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<td>Schiebinger (1999), “The Pipeline” (HCFS, pp. 54-64)</td>
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<td>“Penn to work on increasing faculty diversity” (html)</td>
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**HIGHLY RECOMMENDED** – Select one additional reading to complete:


**Recommended:** Keller (1977), “The Anomaly of a Woman in Physics” (WST, pp. 23-30)
Rose (1994), “Nine Decades, Nine Women, Ten Nobel Prizes: Gender Politics at the Apex of Science” (WST, pp. 57-71)
West & Curtis (2006), “AAUP Faculty Gender Equity Indicators 2006” (PDF)

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### Week 2

**M Sept 26**

- **DUE – Online Dialogue Paper 1**
- **Critical Book Analysis Assignment Introduced**

**Focusing on Race; Intersections of Race & Gender**

- **Morrill Land Grant Act,** [http://eca.state.gov/education/engteaching/pubs/AmLnC/br27.htm](http://eca.state.gov/education/engteaching/pubs/AmLnC/br27.htm)
- **McDowell (2003),** “Engaged Universities: Lessons from the Land-Grant Universities and Extension” (PDF, pp. 33-36)
- **Washington (1896),** “Industrial Education is the Solution,” [excerpts], [http://www.yale.edu/glc/archive/1147.htm](http://www.yale.edu/glc/archive/1147.htm)
- **Du Bois (1903),** "The Talented Tenth," from *The Negro Problem: A Series of Articles by Representative Negroes of To-day* [excerpts], [http://www.yale.edu/glc/archive/1148.htm](http://www.yale.edu/glc/archive/1148.htm)
- **Dunn (1993),** “The Educational Philosophies of Washington, DuBois, and Houston: Laying the Foundations for Afrocentrism and Multiculturalism” (PDF, pp. 24-29)
- **Wennersten (1991),** “The Travails of Black Land-Grant Schools in the South, 1890-1917” (PDF – 8p)
- **Jenkins (1991),** “The Black Land-Grant Colleges in Their Formative Years, 1890-1920” (PDF – 9p)
<table>
<thead>
<tr>
<th>W Sept 28</th>
<th>The Social Structures of Science and Engineering Education &amp; Occupations</th>
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<tbody>
<tr>
<td>Class Lead 1</td>
<td>Schiebinger (1999), “Science and Private Life” (HCFS, pp. 92-104)</td>
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<td>COSEPUP (2007), “Beyond Bias &amp; Barriers: Fulfilling the Potential of Women in Academic Science and Engineering – Executive Summary” (PDF)</td>
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<td>Dean (2009), “Women Bridging Gap in Science Opportunities” (html)</td>
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<td>Wennerras &amp; Wold (1997), “Nepotism and Sexism in Peer Review” (WST, pp. 50-56)</td>
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<td>Rolison (2003), “Can Title IX Do for Women In Science and Engineering What It Has Done for Women In Sports?” (PDF)</td>
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<td>Sevo (2008), “The Case for Title IX Compliance in Science and Engineering” (PDF)</td>
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<td>Harris (2011), “More Physicians Say No to Endless Workdays” (html)</td>
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<tr>
<td>Recommended:</td>
<td>Hynes (2000), “Toward a Laboratory of One’s Own: Lesbians in Science” (PDF)</td>
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<tr>
<td></td>
<td>Wilson (2004), “Where the Elite Teach, It’s Still a Man’s World” (PDF – 10 p)</td>
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<td>Kozol (2005), “Still separate, still unequal: America’s Educational Apartheid” (PDF)</td>
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<td>Babco (2005), “The Status of Native Americans in Science and Engineering” (PDF)</td>
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<td>Margolis et al (2008), “The Myth of Technology as the “Great Equalizer” (PDF)</td>
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<td>Bilimoria &amp; Stewart (2009), “ ‘Don’t Ask, Don’t Tell’: The Academic Climate for Lesbian, Gay, Bisexual and Transgender Faculty in Science and Engineering” (PDF)</td>
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<td>Week 3</td>
<td>M Oct 3</td>
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<tr>
<td><strong>CLASS LEAD 2</strong></td>
<td>Complicating Narratives – Asian Americans in STEM Fields; Global STEM Development &amp; Workforce</td>
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<td></td>
<td>Lee (2005), “Asian Americans and the Gender Gap in Science and Technology” (WST, pp. 72-83)</td>
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<td>Mellström (2009), “The Intersection of Gender, Race and Cultural Boundaries, or Why is Computer Science in Malaysia Dominated by Women?” (PDF)</td>
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<td>Hickman (2010), “Concern over human cost overshadows iPad launch” (html)</td>
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<td>Cox (2006), “War, Murder, and Rape … All for your Cell Phone” (HTML)</td>
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<td>The Enough Project (2009), “Can You Hear Congo Now?” (PDF)</td>
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<td>(Browse) Silicon Valley Toxics Coalition Website <a href="http://www.etoxics.org/">http://www.etoxics.org/</a></td>
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<tr>
<th>Module 2: Medical Care &amp; Health – Introduction to Questions of Access, Questions of Quality</th>
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<td>W Oct 5</td>
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| Week 5 | Exam 1 |

<p>| Module 3: Examining the Politics of Scientific and Medical Knowledge Production Practices |
|--------|----------------------------------------------------------|
| W Oct 19 | Gender and Knowledge Production Practices &amp; Introducing Biological Determinism |
| | Bleier (1984), “Sociobiology, Biological Determinism, and Human Behavior” (WST, pp. 185-203) |
| | “Bill Moyer Interview with Evelyn Fox Keller” (PDF – 4 p) |
| | Recommended: Lewontin (1976), “Sociobiology - A Caricature of Darwinism” (PDF) |
| | Lowe (1978), “Sociobiology and Sexism” (PDF) |
| | Tuana (1988), “The Weaker Seed the Sexist Bias of Reproductive Theory” (PDF) |</p>
<table>
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<tr>
<th>Week 6</th>
<th>M Oct 24</th>
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<tr>
<td>CLASS LEAD 4</td>
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<tr>
<td>Directions for the Take-Home Exam (Exam #2) Available</td>
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<td><strong>Week 6</strong></td>
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<td><strong>M Oct 24</strong></td>
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<td><strong>CLASS LEAD 4</strong></td>
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<tr>
<td><strong>Directions for the Take-Home Exam (Exam #2) Available</strong></td>
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<tr>
<td><strong>The Politics of Language &amp; Classification</strong></td>
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<tr>
<td>Background Reading – Schiebinger (1999), &quot;Biology&quot; (HFCS, pp. 145-158)</td>
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<tr>
<td>Martin (1991), &quot;The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles&quot; (PDF – 12 pages)</td>
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<tr>
<td>Schiebinger (1994), &quot;Why Mammals are Called Mammals: Gender Politics in Eighteenth-Century Natural History&quot; (PDF)</td>
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<tr>
<td>Subramaniam (2001), &quot;The Aliens Have Landed! Reflections on the Rhetoric of Biological Invasion&quot; (WST, pp. 133-140)</td>
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<tr>
<td><strong>Recommended:</strong> Keller (1992), &quot;Gender and Science: An Update&quot; (WST, pp. 245-254)</td>
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<tr>
<td>Stepan (1986), &quot;Race and Gender: The Role of Analogy in Science&quot; (PDF)</td>
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<tr>
<td>Biology &amp; Gender Study Group (1988), &quot;The Importance of Feminist Critique for Contemporary Cell Biology&quot; (PDF)</td>
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<td>Upchurch &amp; Fojtova (2009), &quot;Women in the Brain: A History of Glial Cell Metaphors&quot; (PDF)</td>
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<td><strong>W Oct 26</strong></td>
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<tr>
<td><strong>Scientific Racism and Scientific Anti-Racism</strong></td>
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<tr>
<td>Omi &amp; Winant (1986), &quot;Racial Formations&quot; (PDF – 9 p)</td>
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<tr>
<td>Duster (2006), &quot;Lessons from History: Why Race and Ethnicity Have Played A Major Role in Biomedical Research&quot; (PDF – 10 p)</td>
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<tr>
<td>&quot;Interview with Richard Lewontin&quot; (2003) (PDF – 11 p)</td>
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<tr>
<td>American Anthropological Association Statement on &quot;Race&quot; and Intelligence (1994) (html)</td>
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<td>Everding (1997), &quot;Challenging 'The Bell Curve': College education halves black, white IQ score gap&quot; (html)</td>
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<tr>
<td>Selected readings on Jim Watson’s Oct 2007 comments about race</td>
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<td>1) Fury at DNA Pioneers Theory (PDF)</td>
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<td>2) Mortification of Jim Watson (PDF)</td>
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<td>Natural History Museum, &quot;Chapter 9: Transfer and Exploitation of Knowledge&quot; from <em>Slavery and the Natural World</em> (PDF)</td>
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<td>Singleton (2010), &quot;Henrietta Lacks: How a Black Woman’s Cells Fueled Medical Progress&quot; (html)</td>
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<tr>
<td><strong>Recommended:</strong> Gould (1981), &quot;American Polygeny and Cranioometry Before Darwin&quot; (PDF – 20 p)</td>
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<tr>
<td>Fausto-Sterling (1995), &quot;Gender, Race, and Nation: The Comparative Anatomy of ‘Hottentot’ Women in Europe, 1815-1817&quot; (PDF – 23 p)</td>
<td></td>
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<tr>
<td>Weasel (2004), &quot;Feminist Intersections in Science: Race, Gender and Sexuality through the Microscope&quot; (PDF)</td>
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<tr>
<td>Wise (2011), &quot;Race, Intelligence and the Limits of Science: Reflections on the Moral Absurdity of ‘Racial Realism’&quot; (html)</td>
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**Module 4: Reproductive, Medical and Genetic Technologies**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>M Oct 31</th>
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<tbody>
<tr>
<td>**The Feminist Case for Abortion Rights</td>
<td>Race, Class &amp; Reproductive Politics</td>
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<tr>
<td>Shaw &amp; Lee (2007), &quot;Abortion&quot; (PDF – 7 p)</td>
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<tr>
<td>Fall 2011</td>
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<td><strong>Independent Writing Assignment to be announced</strong></td>
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<td>Film Options:</td>
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<td>4. Other films TBA</td>
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</table>

| **Week 8** |
| **M Nov 7** |
| **CLASS LEAD 5** |
| The Politics of Disability Rights, Sex Selection, Designer Babies & Assisted Reproductive Technologies |
| Hubbard (1991), “Abortion and Disability” (PDF – 13 pages) |
| Neumayr (2005), “The New Eugenics” (HTML) |
| Simoncelli (2003), “Pre-Implantation Genetic Diagnosis and Selection: From Disease Prevention to Customized Selection” (PDF – 4 pages) |
| Sama-Resource Group for Women and Health (2008), “Assisted reproductive technologies: Autonomy or subjugation? A case study from India” (PDF) |
| Newport (2011), “Americans Prefer Boys to Girls, Just as They Did in 1941” (html) |
| The Economist (2011), “Gendercide in India” (html) |
### Module 5: Revisiting Race in a Genomic Age

**W Nov 9**

**DUE – Take Home Exam (Exam #2); Due at the beginning of class**

<table>
<thead>
<tr>
<th>Text</th>
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<tbody>
<tr>
<td>*The BiDil Story and the Rise of Race-Based Pharmacogenics</td>
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<tr>
<td>Duster (2003), “Unlikely mix -- Race, biology and drugs” (HTML)</td>
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<td>Duster (2005), “Race and Reification in Science” (HTML)</td>
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<td>Kimberly (2005), “A Bitter Pill for Black Hearts” (html)</td>
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<tr>
<td>Harmon (2003), “In DNA Era, New Worries About Prejudice” (PDF – 4 p)</td>
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<tr>
<td>Craddock (2006), “Rethinking Race and Ethnicity in Health Disparities” (PDF – 4p)</td>
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</table>

**Recommended:** Whittle & Inhorn (2001), “Rethinking Difference: A Feminist Reframing of Gender/Race/Class for the Improvement of Women’s Health Research” (PDF)
- Long (2003), “Human Genetic Variation: The Mechanisms and Results of Microevolution” (PDF)
- Fullwiley (2008), The Biological Construction of Race: ‘Admixture’ Technology and the New Genetic Medicine” (PDF)

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### Genetic Ancestry, Identity, and Group Membership

**M Nov 14**

**CLASS LEAD 6**

**DUE – Online Dialogue Paper 3**

<table>
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<tr>
<th>Text</th>
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<tbody>
<tr>
<td>Anwar (2007). “Researchers caution against genetic ancestry testing” (PDF – 2 pages)</td>
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<tr>
<td>Brown (2002). “Seminole Nation Divided by Race, Money” (PDF – 2 pages)</td>
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<tr>
<td>Appleton (2009), “Blood Quantum” (html)</td>
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<tr>
<td>Tallbear (2003), “DNA, Blood, and Racializing the Tribe” (PDF – 17 p)</td>
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**Recommended:** Miller (2005), “Seminoles and Africans under Seminole Law: Sources and Discourses of Tribal Sovereignty and ‘Black Indian’ Entitlement” (PDF)

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### Module 6: (Re)imagining Science, Technology & Society

**W Nov 16**

**Due – ODP 3 critical responses**

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<th>Text</th>
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<tr>
<td>(Re)imagining Science? Feminist Epistemologies of Science</td>
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<td>Week 10</td>
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<th>Week 11</th>
<th>(Re)imagining Technology? Feminist &amp; Anti-Racist Scholar/Activists Rethink Technological Progress</th>
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<tbody>
<tr>
<td>M Nov 28</td>
<td>Wyer et al (2009), “Reproducible Insights” (pp. 301-305)</td>
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<td></td>
<td>Loftus (2003), &quot;A New Era&quot; (PDF – 3 p)</td>
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<td>ABET 2000 Criteria (1/2 page) (read Criterion 3)</td>
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<td>(Browse) Engineers Without Borders Website [<a href="http://www.ewb-usa.org/">http://www.ewb-usa.org/</a>]</td>
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<td>SET-DEV (2011), “Knowledge Swaraj: An Indian Manifesto on Science and Technology” (PDF)</td>
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| Week 12 | See the Cal Poly Fall 2011 Final Exam Schedule for scheduling details |
HIST 401: SCIENCE & GENDER

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
Telephone: 301.405.4302
E-mail: milam@umd.edu (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%)

<table>
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<th>Assignment</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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<tr>
<td>Topic &amp; Annotated Bibliography</td>
<td>15 pts</td>
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<tr>
<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) 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:

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.
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)**


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

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


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


*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).

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


*Additional Suggestions*


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.


**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


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


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**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)
LB 336: Gender and Evolution

T/Th: 5.00-6.50pm in C101 Holmes
Dr. Georgina M. Montgomery
montg165@msu.edu
25B West Holmes Hall
Office Hours: W 11.45-12.45 and by appointment

Course Description: The history of evolutionary thinking has been shaped by intellectual, material and cultural contexts. Issues of gender, in intersection with other factors such as race, form part of these contexts. Nevertheless, gender is often unexplored or underexplored when considering the history of evolution. For example, the contributions of women to evolutionary thinking regularly go un-highlighted and questions of masculinity and sexuality are pushed to the periphery of discussions of evolutionary thinking. In contrast, this class centers the contributions of women and questions of gender to reveal how such issues shaped evolutionary thinking and the consequences of evolutionary thinking for ideas of masculinity and femininity.

This class also explores how the history of science can be displayed to share scholarly research. Specifically, we will look at the use of museum displays and digital media as ways of providing access to historical sources and scholarly research. The insights we gain from analyzing how research is displayed in these forums will be applied to our final projects.

Course Objectives:
This class will develop your writing, verbal, and analytical skills by demanding:

• thoughtful and critical reading of assigned materials
• formation of strong arguments effectively supported by historical evidence drawn from class materials
• formation of strong arguments supported by historical evidence drawn from independent, original, research of primary and secondary sources
• ability to work in a team to create and communicate knowledge

Of course this class will also broaden and deepen your understanding of the history of evolution, especially in respect to women’s history and issues of gender. Each of the assigned readings and assignments aims to fulfill one or more of the above learning objectives.
**Academic Honesty:** Your own arguments and ideas are valuable. Your assignments must be your own work. Use of primary and secondary sources, including quotes and paraphrasing, must be appropriately cited. **Any form of cheating or plagiarism will not be tolerated in this class.** In accordance to MSU’s policy, any academic dishonesty will be reported to both the Dean and the university and will thereby become a permanent entry on your academic record.

More information is available under the ‘Academic Honesty’ link on the Briggs website. It is your responsibility to be familiar with these policies and those in the MSU student handbook. If you have questions or concerns, speak to Prof. Montgomery BEFORE submitting any assignment. Once an assignment has been submitted, I have no choice but to follow formal channels if an academic dishonesty issues occurs.

**Peer Assisted Learning – Learning Teams**

In this class you will be in learning teams of 4-5 peers. The composition of the groups will be determined using a software called team maker. The teams will work together on the assigned readings and on the final projects. Any problems with your group must be reported to Dr. Montgomery right away.

This is how it will work – Before each class, half of the team will read one of the assigned readings and the other half will read the second assigned reading. Each student will write an abstract-like summary of the article they read for class, with their name and date on the top of the page. Each class will begin with time for the team to identify two or more connections between the readings and write these down under your abstracts. One copy of the summary/connections sheets will be handed to Dr. Montgomery and will count towards your participation grade. The group will keep the other copy. You can use these sheets during the midterm examination. The rest of the class will be spent in large group discussion, activities, film etc and your participation in this portion of the class will also impact your participation grade.

**Assignments**

**Participation:** Everyone gets the first week of classes to get used to the class and get to know one another without the need to participate for credit. However, it is important to realize that an effective seminar depends on you participating in class discussion and coming to class prepared to discuss the assigned materials. Participation is making meaningful, thoughtful, contributions to your learning team discussions and large class discussion and activities. Thus, repeating points made by others or comments that do not demonstrate a thoughtful reading of the assigned material will not count towards your participation points. Equally, simply attending class will not gain you points.

Starting on January 18, I will be recording your participation for each class meeting that requires reading and for participation in the peer review class. Each class
marked with a * is worth 1% and the class debate is worth 3%. The learning team reading summaries and connections handed in during each class will serve as “proof” that you have thoughtfully read the assigned material. You may also use these sheets during the midterm examination. Note: These points really add up during the semester so you must ensure you do the reading for each and every class and come to class ready to participate. It is also your responsibility to keep up to date about what your participation score is during the semester. Worth 20%.

**Darwin Correspondence Project Exercise:** This exercise will expose you to digital archives – an easy, accessible way to get primary sources – and develop your skills at synthesizing sources of evidence. You should write a 2 page (double-spaced) response to the discussion questions on the website. More details will be provided on the assignment handout. Worth 3%.

**‘Reform’ Darwinism and the Woman Question Paper:** This 5 page (double-spaced) paper will engage with the relevant primary and secondary sources assigned in class. Points will be deducted for writing over the page limit. You will have the opportunity to have your paper peer reviewed. More details will be provided on the assignment handout. Worth 15%

**Midterm Exam:** This examination will be close-book with the exception of your learning team reading sheets prepared during our class meetings. The exam will consist of short answer questions (a few lines to a short paragraph) and short essay questions. Note: You will be given several questions ahead of time from which the short essay questions will be selected. The exam will take place in the regular classroom during regular class time. More details will be provided in the two in-class, student-led, reviews. Worth 20%.

**Museum Field Trip Response Paper:** This 2 page paper (double spaced) must synthesize the Kohlstedt reading, MSU museum tour and curator Val Berryman’s talk. The paper must consider the role of gender in museum displays AND provide an original design (in words or as an illustration) for an exhibit on gender and evolution. More details will be provided on the assignment handout. Worth 5%

**Review of Women in Science Digital Collections:** This 2 page paper will evaluate the format, search engine, and types of sources of a range of women in science digital collections. You will be provided with a website with links to a number of women in science digital collections from which you should choose four. More details will be provided on the assignment handout. Worth 3 %.

**Final Group Project – Displaying Histories:** This project will be completed in groups of 4-5 (your learning teams). This project must demonstrate research skills in regard to the use and analysis of primary AND secondary sources and must directly connect to key topics from the class. For example, you may choose to do a biography of one or more female researcher(s) who worked on evolutionary issues during the Victorian or modern
period, or you may choose to focus on a controversial topic related to gender and evolutionary issues. **Whatever your group decides, you must see Dr. Montgomery before moving forward with your research.**

Options for the format for the final project include: a digital archive exhibit featuring primary sources with text providing both context and analysis (using a website creation program), a museum exhibit, a blog engaging with a number of primary and secondary sources, or a youtube-like history documentary / role-playing activity on film. Of course, these projects must be of a professional and scholarly quality and must include cited quotes, evidence and a bibliography.

Do you have other great ideas? Run them by Dr. Montgomery to determine if they will work as a final group project for this class. Remember they should be digital / visual / audio-visual in some way.

Please note that, regardless of what format you use, you will need to provide evidence that each group member contributed to the final product. This may be provided by: clearly articulating who has done what when you meet with Dr. Montgomery late in the semester, providing Dr. Montgomery with a journal chronicling your work, and/or or individual authorship of sections of the final project (being mindful that the overall project should be cohesive with smooth transitions and overall structure). Any problems with your group must be reported to Dr. Montgomery right away. Worth 25%

**Final Student Group Presentation:** This 10-minute presentation should share with the class 1) the topic of your final group project; 2) the evidence you are engaging with; 3) how this evidence demonstrates your argument; 4) how and why you will be communicating this research with digital / visual / audio-visual media. The presentation may be PowerPoint, may be a tour of the website or blog you are creating, or may be a role-playing activity, or other format approved by Dr. Montgomery. Points will be deducted for going over the allotted 10 minutes. Worth 7%.

**Student Feedback for Student Presentations:** We are a learning community so you have a responsibility to help your peers by providing feedback when they present. What holes do you see in their argument? What suggestions do you have for how they present their final project? Requires attending and providing feedback at both student presentation classes. Worth 2%

Note: The Chicago Manual of Style should be used for all citations in all written assignments. Go to the following website for more info on this style of citation: http://writing.wisc.edu/Handbook/DocChicago.html

**Grade Points and Percentages**

4.0 = 92% to 100%  
3.5 = 86% to 91%  
3.0 = 80% to 85%  

*Please refer to the last page of the syllabus*
2.5 = 74% to 79%  
2.0 = 68% to 73%  
1.5 = 62% to 67%  
1.0 = 56% to 61%  
0 = less than 56%

Schedule of Topics, Readings, and Assignments  
(Subject to Change)

Tuesday January 11: Introductions and Reviewing Syllabus and Class Expectations

Thursday January 13: The Power of Words: What Do We Mean By “Gender and Evolution”?

Gender and Evolution in the Victorian Era

Tuesday January 18: An Introduction to Gender Issues*

Thursday January 20: An Introduction to Darwin*

Tuesday January 25: An Introduction to Darwin*

Thursday January 27: Evolutionary Depictions of Men and Women Before and During Darwin’s Time*
Tuesday February 1: Evolutionary Depictions of Men and Women Before and During Darwin’s Time*

Thursday February 3: Women and the Study of Evolution / How did Darwin Regard Women?*
Reading – TO BE DONE BY ALL TEAM MEMBERS: Explore gender and Darwin website including listening to the BBC 4 clip (13 mins long), reading the gender letter sets and consider the discussion questions on the website.
http://www.darwinproject.ac.uk/darwin-and-gender
Assignment due: Darwin Correspondence Project Exercise. (This exercise is part of us asking what is the significance of what and how historical information is presented and using this to inform your own final projects). See assignment section above and the relevant assignment handout for details.

Tuesday February 8: Women and the Study of Evolution / How did Darwin Regard Women?*

Thursday February 10: ‘Reform’ Darwinism and the Woman Question: Focusing on Secondary Sources*

Tuesday February 15: ‘Reform’ Darwinism and the Woman Question: Focusing on Secondary Sources*
Thursday February 17: ‘Reform’ Darwinism and the Woman Question: Focusing on Primary Sources*
Reading – TO BE DONE BY ALL TEAM MEMBERS: Danielle Peck’s biographical essay on Eliza Burt Gamble on http://womeninscience.history.msu.edu/Biography/C-4A-2/eliza-burt-gamble/

Tuesday February 22: ‘Reform’ Darwinism and the Woman Question – Peer Review of ‘Reform’ Darwinism and the Woman Question Papers*

Thursday February 24: Review in Preparation for Midterm Exam # 1
Assignment due: ‘Reform’ Darwinism and the Woman Question Paper. See assignment section above and relevant assignment handout for details.

Tuesday March 1: Review in Preparation for Midterm Exam # 2

Thursday March 3: In-Class Exam Consisting of Short Answer Questions and Short Essay Questions

March 7-11: NO CLASS – SPRING BREAK

**Gender and Evolution in Modern Times**

Tuesday March 15: Class Field Trip to the MSU museum. Use the Kohlstedt reading to inform your viewing of the exhibits. The tour will be accompanied by a talk by curator Val Berryman about how to design an effective museum exhibit. (This exercise is part of us asking what is the significance of what and how historical information is presented and using this to inform your own final projects).

Thursday March 17: Seeing an Example of HPS Research on Women in Science
NO CLASS: In place of class, you may choose to see Dr. Marsha Richmond present on the history of women in genetics at 3-4.30pm in 340 Morrill Hall (OPTIONAL)

Tuesday March 22: Transitioning into Modern Period and Forming Groups and Brainstorming Ideas for Final Group Projects*
Reading: Patricia Adair Gowaty, “Introduction: Darwinian Feminists and Feminist Evolutionists;” and Anne Fausto-Sterling, “Feminism and Behavioral Evolution: A
Taxonomy” in Patricia Adair Gowaty, ed., *Feminism and Evolutionary Biology* (New York, Chapman and Hall, 1997) (ANGEL)

**Assignment due:** Museum field trip response paper. See assignment section above and relevant assignment handout for details.

**Thursday March 24: Courting Controversy in Human Society - The Wild Man V. The Coy Female**


**Tuesday March 29: Courting Controversy in Human Society - The Wild Man V. The Coy Female**


**Thursday March 31: Courting Controversy in Human Society - The Wild Man V. The Coy Female**

Reading – TO BE DONE BY ALL TEAM MEMBERS: Emily Martin, “The Egg and the Sperm: How Science has Constructed a Romance based on Stereotypical Male-Female Roles” *Signs* 16, no. 3 (1991) (ANGEL); AND your learning team is responsible for bringing examples of depictions of masculinity and femininity in biology textbooks and/or science magazines, TV shows, documentaries to class.

**Tuesday April 5: Class Debate – What role should evolutionary frameworks play in our understanding of human sexuality and courtship?**

**Assignment due:** Review of Women in Science Digital Collections (Part of us asking what is the significance of what and how historical information is presented and using this to inform your own final projects). See assignment section above and relevant assignment handout for details.

**Thursday April 7: The F-Word - As Used by Modern Evolutionary Biologists**

Tuesday April 12: The F-Word - As Used by Modern Evolutionary Biologists*

Thursday April 14: Class Time for Working on Group Projects

Tuesday April 19: Finalizing Final Group Projects
In place of class your group should make an appointment to see Dr. Montgomery to discuss your progress regarding the final project

Thursday April 21: Finalizing Final Group Projects
In place of class your group should make an appointment to see Dr. Montgomery to discuss your progress regarding the final project

Tuesday April 26: CLASS CONFERENCE ~ Student Group Presentations, coffee and treats

Thursday April 29: CLASS CONFERENCE ~ Student Group Presentations, coffee and treats

Final Projects Must be Handed to me in C101 before or during our Finals Exam Period: Tuesday May 3, 5.45-7.45pm

How to Succeed in the Class

Do the reading. This means spending time and thought on the reading, making notes, and coming to class ready to talk about the reading. The MSU student handbook suggests you spend 2 hours outside of class for every credit your class is worth. This class is worth 4 credits.

Spend time and thought on the writing assignments. This means making outlines, drafts, and seeking support from the HPS LA’s, MSU writing center, and from me.

Tell me if you are struggling to read the material critically, understand class content and concepts, or write a well-argued paper. You can talk to me during office hours, by appointment, or by email.

A word about email ~ you MUST say who you are writing to (Dr. Montgomery) and who you are. You MUST also use your MSU email account. This is to maintain your privacy (anyone can claim to be you if emailing from a hotmail or yahoo account) and to maintain good manners when emailing your professor.
In the classroom, we will be discussing class reading and topics in large and small groups. Come to class reading to participate, learn, and have fun!

And finally, as always at LBC, respect and integrity are central to how we treat one another.

Goals for Lyman Briggs College Tier I and Tier II Writing Courses

Above all, recognizing that writing is re-writing. Recognizing that its thesis is the major element of your essay; thus, you should distinguish between the major and minor parts of an analysis or argument, and you should make the thesis the most important part. Addressing the fundamental questions, “How do you know what you know?” and “Why do you feel what you feel?”—and being able to distinguish those questions from the simpler ones of “What do you know?” and “What do you feel?” Accepting constructive criticism from peers, teachers, and yourself—and giving it tactfully in return. Accepting that words really do matter. Gauging your intended audience, and writing specifically to it. Different papers have different audiences; you’re never writing only to the professor. Recognizing the differences between assertion, evidence, and analysis. Recognizing that concession is not a weakness, and refutation is not a requirement. Recognizing the importance of effective introductions and meaningful conclusions. Recognizing the differences between paraphrasing, quoting, and plagiarizing; that is, knowing why and when to document, not just how to do it. Mastering the basic rules of grammar, syntax, usage, and punctuation. Writing with a sense of purpose, confidence, humor, joy, and wisdom. Knowing how to find the MSU Main Library, how to want to go through its doors, and how to find key information inside it. Accepting that not all good (and reliable) resources can (yet) be found via your computer keyboard. Differentiating between peer-reviewed and public-domain resources and between primary and secondary resources. Evaluating the reliability of all resources. Be skeptical! Be thorough!

Some of the Many FREE Resources at MSU

HPS LA’s (Learning Assistants) are available to help you with editing your papers: See schedule in HPS notice board by E-184
The Writing Center: http://writing.msu.edu/forum
The Counseling Center: http://www.couns.msu.edu/
Resource Center for Persons with Disabilities: http://www.rcpd.msu.edu/
Course Description
We often hear that we live in an increasingly global society and that the U.S. is a “melting pot.” Behind these sayings is a rich diversity among individuals who, nevertheless, must live and work together toward common goals. Yet, how often do we reflect upon our values of individual differences and their impact on how we interact with others? In what ways might such reflection widen our capacity to live and work effectively within social microcosms of a larger, pluralistic society? This course challenges you to engage and develop three sets of liberal learning skills through examination of the socioeconomics and psychology of human differences and of our values of those differences: facility in self-assessment and self-managed learning, facility in applying values-based decision-making, and facility in interpersonal relations. In pursuing these outcomes, you will be asked to build upon prior learning experiences, integrate new perspectives, and apply your understandings in discussion, writing and case-study analysis.

About the Faculty
Dr. Opitz is Assistant Professor in the School for New Learning. He researches the history of nineteenth-century British science and culture and topics in teaching and learning. He is an advisory board member of DePaul’s Lesbian, Gay, Bisexual and Transgender Studies Program.

Required Course Materials


Readings on DePaul Libraries eReserves, http://library.depaul.edu/Find/CourseReserves.aspx

Handouts distributed in class and on the course site, http://d2l.depaul.edu
Learning Outcomes

Upon satisfactory completion of the course, students will have demonstrated the following outcomes:

- Explain several key sociological and psychological perspectives on human differences, particularly constructions of race, class, and gender
- Reflect upon one’s own identity in relation to social constructs
- Identify and prioritize one’s values in relation to others in particular contexts
- Analyze authentic cases of individual and organizational behavior and problem-solve challenges and opportunities
- Apply strategies in achieving effective communication and collaboration in working toward common objectives

Liberal Learning Skills


- reflecting critically on one’s experience
- assessing the quality of one’s work including consideration of feedback from others
- adapting to varied learning situations based on awareness of one’s learning processes
- assuming responsibility for setting and achieving one’s learning goals
- identifying and using varied learning resources
- functioning as a proactive participant and collaborator in learning with both members of the group and instructors/mentors

2. Facility in applying values-based decision-making.

- understanding values that inform personal and professional behavior
- engaging in the processes by which ethical frameworks are formulated
- incorporating value considerations within both personal and professional decision-making
- evaluating outcomes of systematic inquiry with respect to the values they reflect

3. Facility in interpersonal relations.

- moving easily between the roles of leader and participant in groups
- assessing both interactions among others and one’s own interaction with others
- recognizing the “complementarity” of individual differences and working with them
## Assignments and Assessment

Detailed instructions will be provided on separate handouts to be distributed in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Learning Outcomes</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>Each seminar session will consist of discussion and collaborative learning activities.</td>
<td>Facility in self-assessment and self-managed learning Facility in applying values-based decision-making Facility in interpersonal relations</td>
<td>400</td>
</tr>
<tr>
<td>Short Reflection Papers</td>
<td>Due in sessions 2, 3, 4, and 5, these essays integrate personal narrative, reflection, and analysis. The minimum word requirement for each paper is 500 words. A unique question will be posed for each paper relating to the session’s topic. You should utilize ideas from the readings in formulating your responses.</td>
<td>Facility in self-assessment and self-managed learning Facility in applying values-based decision-making</td>
<td>400</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>Due in the final class session, you will develop, analyze, and present an authentic case involving a clash of human differences within a specific organizational context. Your analysis will identify the role of values as well as proposed solutions for resolving the conflict.</td>
<td>Facility in self-assessment and self-managed learning Facility in applying values-based decision-making Facility in interpersonal relations</td>
<td>200</td>
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</table>

**Total Points:** 1000
Grading

The following distribution of total points will be used for assignment of final course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>A–</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
<td>B</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
<td>B–</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C–</td>
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<td></td>
<td>F</td>
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The following University grading standards will be in effect:

A  Accomplished the stated objectives of the course in an EXCELLENT manner
B  Accomplished the stated objectives of the course in a VERY GOOD manner
C  Accomplished the stated objectives of the course in a SATISFACTORY manner
D  Accomplished the stated objectives of the course in a POOR manner
F  Did NOT accomplish the stated objectives of the course

Policy on Incompletes

An Incomplete (“IN”) grade may be issued to a student who has completed a satisfactory record of work, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term. In order to qualify for the IN, a student must have regularly attended class and must have completed three-fourths of assignments. The student must request this grade from the instructor by submitting the form, “Contract for the Issuance of an Incomplete (IN) Grade,” available on the SNL Web site. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will automatically convert to an F grade. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committee’s permission.

Academic Integrity Policy

Violations of academic integrity include but are not limited to the following categories: cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the University’s academic resources, alteration or falsification of academic records, and academic misconduct. Conduct that is punishable under the Policy may, at the instructor’s discretion, result in sanctions that include a grade of F for the assignment or the entire course and do not preclude SNL or the University from taking further action, including dismissal and/or criminal or civil prosecution. See http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg18.html.

Plagiarism

Plagiarism is a major violation of academic integrity involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:
• The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.

• Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.

• Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

• The paraphrasing of another's work or ideas without proper acknowledgment.

Workload Expectations
For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class. For a three-hour class period, that translates to 6 hours of outside work each week.

Resources for Student Writers
DePaul University’s Writing Centers offer resources for student writers through on-site and online services. Visit the Loop Writing Center in 1620 Lewis Center, call 312-362-6726, email wcenter@depaul.edu, or go to http://condor.dePaul.edu/~writing/. Writing resources tailored for SNL students are also available at http://snl.dePaul.edu/writing/index.html.

Disability Accommodations
Any student needing an accommodation in this course due to a documented disability is asked to bring this to the instructor’s attention at the beginning of the course. Needs will be addressed in cooperation with the Office of Students with Disabilities, 773-325-7290 or 773-325-7296 (TTY); or the Productive Learning Strategies Program (PLuS), 773-325-1677.

Chronic Illness Initiative
The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At the School for New Learning, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

DePaul Code of Student Responsibility
The Code outlines the minimum acceptable level of conduct expected of every student of DePaul University, including respectful classroom behavior. DePaul condemns any form of harassment, discrimination, and/or assault behavior and any such conduct is subject to University disciplinary sanctions. See http://studentaffairs.dePaul.edu/handbook/index.html.
Course Schedule *(subject to change with advance notice)*

**Abbreviations:**
- **RCG** = *Race, Class, and Gender in the United States* (required text)
- **CCC** = *Creating a Culture of Collaboration* (eBook on 24x7)
- **eRes** = DePaul Libraries eReserves

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/31</td>
<td>Overview</td>
<td>None</td>
<td>Personal profile interviews (complete in class)</td>
</tr>
</tbody>
</table>
| 4/7           | Social construction of difference | Omi & Winant (in RCG: I.1)  
Brodkin (RCG: I.4)  
Lorber (RCG: I.5)  
Hubbard (RCG: I.6)  
Miller (RCG: I.11) | Short Reflection Paper 1 |
| 4/14          | Discrimination in everyday life | U.S. Commission (RCG: IV.1)  
Paul, Where Bias Begins (eRes)  
Other Selections (RCG: IV, TBD) | Short Reflection Paper 2 |
| 4/21          | Socioeconomics of difference | Sklar (RCG: V.1)  
Johnston (RCG: V.2)  
McKissak, Jr. (RCG: V.7)  
Meizhu Lui (RCG: V.9 & 10)  
Conniff (RCG: V.11)  
Portes (RCG: V.18) | Short Reflection Paper 3 |
| 4/28          | Stereotypes, values and personal accountability | Snyder (RCG: VIII.1)  
Mohr (RCG: VIII.2)  
Hesse-Biber (RCG: VIII.4)  
Ryan (RCG: VIII.11)  
Bushe (CCC: Ch. 8) (eBook)  
Reiss (eRes) | Short Reflection Paper 4 |
| 5/5           | ● Student case-study analyses and presentations  
● Self-assessments due | | |
Required Readings – Full Citations


THE SCIENCE OF SEXUAL ORIENTATION

SNC 193: Liberal Studies Scientific Inquiry (non-SNL) (4 cr. hrs.)

SW 193: Scientific World, S2X competence* (SNL) (2 cr. hrs.)
*additional competence may be negotiated with instructor

IN 307: Advanced Elective Seminar, E1, E2 competencies (SNL) (4 cr. hrs.)

Meets: Thursdays, 6:00 – 9:00 p.m., Sept. 8 through Nov. 10
Location: Loop Campus, TBA
Faculty: Donald L. Opitz, Ph.D.
Office: 1431 Daley Building, 14 E. Jackson Blvd.
Hours: Thursdays 5:00 – 6:00 p.m. and by appointment
Phone: 312-362-6426
Email: dopitz@depaul.edu

Course Description
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation.

Learning Experience
This course will consist of seminar discussions, lectures, student-led presentations, and collaborative activities. Critical analysis of readings, engagement with multimedia resources, and explanatory, scientific writing will also be emphasized.

Prerequisites
All sections: LSP 120 / LL 205 Quantitative Reasoning
IN 307 section only: LL 300 Research Seminar

Course Materials

Learning Outcomes
Students who satisfactorily complete this course will have demonstrated their ability to:
• Understand and appreciate the interrelationships among science, technology, and math within sexual orientation research (SI, E1).
• Understand and appreciate the role of science in society and in their lives through consideration of the ethical and social impacts of research on sexual orientation (SI, E2).
• Understand the major principles guiding modern scientific thought and demonstrate a mastery of the science content knowledge concerning the nature of sexual orientation (SI, S2X).
• Understand the nature of science, technology, and mathematics by critically analyzing the methods, results, and conclusions in studies of sexual orientation (SI, S2X).
• Know that science, technology, and math serve as mechanisms of inquiry into the nature of sexual orientation among humans and animals (SI, S2X).

In addition to these outcomes, students will develop their skills in collaboration, explanatory writing, critical inquiry, and ethical thinking.

Assignments and Assessment
Detailed instructions and rubrics will be provided separately.

<table>
<thead>
<tr>
<th>Due</th>
<th>Assignment and Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each class</td>
<td><strong>Class Participation (See Policy on Attendance)</strong>&lt;br&gt;Includes seminar discussions, small-group and paired discussions, D2L discussions, and in-class activities.</td>
<td>200</td>
</tr>
<tr>
<td>To be assigned</td>
<td><strong>Class Discussion Leadership</strong>&lt;br&gt;Assigned discussion leaders (one or two per class) will raise questions for engaging the class in discussion on the session's topic.</td>
<td>100</td>
</tr>
<tr>
<td>Nov. 3 class &amp; Nov. 10 class</td>
<td><strong>Oral Presentations on Projects</strong>&lt;br&gt;Brief in-class oral presentations on students' projects using PowerPoint.</td>
<td>100</td>
</tr>
<tr>
<td>Sep. 29 &amp; Nov. 17</td>
<td><strong>Midterm and Final Examinations</strong>&lt;br&gt;Short-essay, take-home examinations to encourage mastery of content and development of explanatory writing skills. The examination requirements vary depending on students’ enrolled sections.</td>
<td>400</td>
</tr>
<tr>
<td><strong>SNC 193 STUDENTS</strong></td>
<td><strong>IN 307 STUDENTS</strong></td>
<td><strong>SW 193 STUDENTS</strong></td>
</tr>
<tr>
<td>Nov. 3 class</td>
<td><strong>Experimental Study Project</strong>&lt;br&gt;Stage I: identify research questions and select research design. Stage II: describe data. Stage III: full report.</td>
<td><strong>Analytical Essay Project</strong>&lt;br&gt;Either an integrative, expository essay or ethical analysis on one of the course topics, utilizing course texts.</td>
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<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>
Policy on Late Work
Any missed assignment or work submitted late will merit no credit unless an arrangement was negotiated with the instructor prior to the due date. Unforeseen, documented emergencies are exceptions. All negotiated late submissions are subject to a grade reduction of 5% for each weekday that elapses following the due date, until the date of submission.

Policy on Attendance
DePaul University anticipates that all students will attend all class meetings of this course. Attendance is essential to success in this class. If an emergency or extenuating circumstance necessitates an absence, students must inform the instructor as soon as possible. NO CREDIT CAN BE AWARDED FOR ASSIGNMENTS MISSED DUE TO AN UNEXCUSED ABSENCE.

Grading
The total points possible are:

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Discussion leadership</td>
</tr>
<tr>
<td>100</td>
<td>Oral presentation on project</td>
</tr>
<tr>
<td>200</td>
<td>Class participation</td>
</tr>
<tr>
<td>200</td>
<td>Project</td>
</tr>
<tr>
<td>200</td>
<td>Midterm Examination</td>
</tr>
<tr>
<td>200</td>
<td>Final Examination</td>
</tr>
<tr>
<td>1000</td>
<td>Total</td>
</tr>
</tbody>
</table>

To assign grades, the following grading scale and University grading standards will be used. (Any partial points will be rounded up to the nearest whole point.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>n/a</td>
</tr>
<tr>
<td>A</td>
<td>930-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>830-869</td>
</tr>
<tr>
<td>B-</td>
<td>790-829</td>
</tr>
<tr>
<td>C+</td>
<td>770-789</td>
</tr>
<tr>
<td>C</td>
<td>730-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>650-669</td>
</tr>
<tr>
<td>D-</td>
<td>n/a</td>
</tr>
<tr>
<td>F</td>
<td>0-649</td>
</tr>
</tbody>
</table>

The following University grading standards will be used in assessing students’ work:

A  Accomplished the stated objectives of the course in an EXCELLENT manner
B  Accomplished the stated objectives of the course in a VERY GOOD manner
C  Accomplished the stated objectives of the course in a SATISFACTORY manner
D  Accomplished the stated objectives of the course in a POOR manner
F  Did NOT accomplish the stated objectives of the course
PA Passing achievement in a pass/fail course. (Grades A through C-) Students who take this course pass/fail must request this option from the instructor by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading.
W  Automatically recorded when the student’s withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

Policy on Incompletes
An Incomplete (IN) grade may be issued to a student who has completed a satisfactory record of work (typically at least three-quarters of the assigned work), but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is unable to complete the course requirements by the end of the term. The student must request this grade from the instructor. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will automatically
convert to an F grade. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the college Exceptions Committee’s permission.

Academic Integrity Policy
Violations of academic integrity include but are not limited to the following categories: cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the University’s academic resources, alteration or falsification of academic records, and academic misconduct. Conduct that is punishable under the Policy may, at the instructor’s discretion, result in sanctions that include a grade of F for the assignment or the entire course and do not preclude further University action, including dismissal and/or criminal or civil prosecution.

Plagiarism
Plagiarism is a major violation of academic integrity involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgment.

Workload Expectations
For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class.

Resources for Student Writers
The DePaul University Center for Writing-Based Learning offers resources for student writers through on-site and online services. See http://condor.depaul.edu/~writing/.

Disability Accommodations
Any student needing an accommodation in this course due to a documented disability is asked to bring this to the instructor’s attention. Needs will be addressed in cooperation with the Office of Students with Disabilities, http://studentaffairs.depaul.edu/studentswithdisabilities/, or the Productive Learning Strategies Program (PLuS), http://studentaffairs.depaul.edu/plus/.

Chronic Illness Initiative
The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. For further information, see CII@depaul.edu.

DePaul Code of Student Responsibility
The Code outlines the minimum acceptable level of conduct expected of every student of DePaul University, including respectful classroom behavior. DePaul condemns any form of harassment, discrimination, and/or assault behavior and any such conduct is subject to University disciplinary sanctions. For the complete code, see the student handbook online at. http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg50.html
## Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Description</th>
<th>Readings Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15</td>
<td>Definitions, Methods, Theories From psychoanalytical theories to learning theories to biological studies</td>
<td>Required: LeVay, Ch. 1-3, Griffitt &amp; Hatfield</td>
<td>Responses to discussion questions (see D2L)</td>
</tr>
<tr>
<td></td>
<td>Child Development</td>
<td>Required: LeVay, Ch. 4-5</td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td>9/22</td>
<td>The Role of Sex Hormones Research on hormones and different developmental stages. Hormonal theories. Anatomical “markers” in correlation studies.</td>
<td>Required: LeVay, Ch. 6</td>
<td>Take-Home Midterm Exam (due in D2L)</td>
</tr>
<tr>
<td>10/6</td>
<td>The Role of Genes Studies of twins and siblings. Genome scans and genetic linkages.</td>
<td>Required: LeVay, Ch. 7, Recommended: Hamer/Copeland, 1994</td>
<td>Stage 1 of Project (D2L)</td>
</tr>
<tr>
<td>10/20</td>
<td>The Older Brother Effect Birth order among brothers and correlations with sexual orientation. Experimental results and hypothesized causes.</td>
<td>Required: LeVay, Ch. 10, Recommended: Blanchard, 2001</td>
<td>Stage 2 of Project (D2L)</td>
</tr>
<tr>
<td>11/3</td>
<td>Ethical Arguments, Pro and Con Ethics of the pursuit of research. Ethical arguments pro and con for potential uses of science in manipulating human sexual orientation.</td>
<td>Required: Stein, 1999, Ch. 9, Greenberg &amp; Bailey Recommended: Murphy, 1997</td>
<td>Stage 3 of Project (D2L)</td>
</tr>
<tr>
<td>11/10</td>
<td>Student Project Presentations</td>
<td>No reading required</td>
<td>Project Presentations</td>
</tr>
<tr>
<td>11/17</td>
<td>NO CLASS MEETING – Final Take-Home Examinations Due in D2L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Required Readings List:


Recommended Readings List:


Further Readings List:


COURSE DESCRIPTION:
The question of “who creates medical knowledge?” impacts women's lived experiences from birth to death, but it also permeates the broader social history of health in America. By using the framework of a women's life spectrum as a lens on this history, this class will seek to illuminate how and why women's history and women's health are so intertwined. Central to our discussions will be an analysis of the interplay among race, ethnicity, class, and gender in shaping particular health care outcomes. Some questions we will explore include: How has gender shaped the construction of medical knowledge and the framing of women's health and illness in U.S. History, from the late 18th century to the present? How have women participated in health care in both paid and unpaid capacities? What are the political, economic and social factors affecting women as providers and as recipients of health care? What do the lessons of women's history, social history, and cultural history tell us about how contemporary patients and policy-makers can define health and illness, and organize health care as a means of empowerment?

REQUIRED BOOKS AND MATERIALS:
The following books have been ordered at the VCU Bookstore, but are also available on reserve at the Cabell Library and through many used book and on-line retailers. If you do not choose to buy through the VCU Bookstore, please make sure that you have the correct edition of the required texts.


Marie Jenkins Schwartz, Birthing a Slave: Motherhood and Medicine in the Antebellum South (Harvard UP, 2006)


Plus REQUIRED ARTICLES (Abbreviated in the syllabus below as “PDFs”): These will be available two ways: (1) through Blackboard (as PDF files that you can download and/or print).
Plus **REQUIRED FILM/VIDEO MATERIAL** (See syllabus for details).

**GRADING and EVALUATION:**
You will be evaluated on the following criteria, each weighted as indicated.

- **Participation**
  - Attendance and Discussion (one lowest grade dropped) 10%
  - Thought Pieces (8@ 3.75% of grade each for total of) 30%

- **Larger Written Assignments** (3@20% each for total of) 60%

There will be four equally weighted assignments during the semester. These include:
  - Take-home Midterm exam
  - Historical book review of Ulrich, *A Midwife’s Tale*
  - Legislative/policy analysis
  - Take-home Final Exam

The lowest of these four grades will be dropped for purposed of your evaluation. As a result **NO MAKE-UP EXAMS WILL BE GIVEN and NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON.**

Grades will be assigned according to the following traditional scale of points earned:

- A (far above average) = 90-100%
- B (above average) = 80-89%
- C (average) = 70-79%
- D (below average) = 60-69%
- F (unacceptable) = 59% and below

Any student may raise concerns about grading with the instructor at any time, but please try to do so as soon as possible when such concerns arise. If a student would like an individual grade reevaluated, s/he must put his/her concerns in writing and give that statement, along with the graded assignment in question, back to the instructor – who will respond (in writing, by your VCU e-mail) within one week.

**General ASSIGNMENT DESCRIPTIONS, POLICIES, and OBJECTIVES:**
Because the instructor seeks for students to achieve historical understanding and critical thinking with regard to the subject matter of this course, students should expect that most classes will be some combination of lecture/presentations, exercises, and discussion – and they should come prepared to participate actively.

**Participation:** To facilitate the achievement of historical understanding and critical thinking, as well as to increase students’ level of comfort with writing as a tool for learning, students will be asked to submit a short one page (250-300 word) thought-piece most Thursdays (see detailed description at the end of this syllabus, p. 13: “What is a Thought-Piece?”). Thought pieces are to be turned into the instructor **in hard copy only (no electronic copies will be accepted)** at the beginning of class in which they are due (each on is marked on syllabus). There will be no thought pieces assigned the last week of class, and none due in weeks when you have other written assignments due.
Thought pieces will be evaluated on a 1-10 scale and returned to you the following Tuesday. You will have NINE regular opportunities (and one extra credit opportunity) to write a thought piece during the semester, and your single lowest thought piece grade will be dropped at the end of the semester. As a result, **NO LATE THOUGHT PIECES WILL BE ACCEPTED FOR ANY REASON.**

**Exams:** The midterm and final exams will be take-home essay exams.

**GENERAL CLASS AND VCU POLICIES:**

**General VCU and Class Policies:**

**VCU Statement on Safety**  
What to know and do to be prepared for emergencies at VCU:  
- Sign up to receive VCU text messaging alerts ([www.vcu.edu/alert/notify](http://www.vcu.edu/alert/notify)). Keep your information up-to-date.  
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.  
- Listen for and follow instructions from VCU or other designated authorities.  
- Know where to go for additional emergency information ([www.vcu.edu/alert](http://www.vcu.edu/alert)).  
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

**VCU Honor System and Academic Integrity Policy**  
Virginia Commonwealth University recognizes that honesty, truth, and integrity are values central to its mission as an institution of higher education. The Honor System is built on the idea that a person’s honor is his/her most cherished attribute. A foundation of honor is essential to a community devoted to learning. Within this community, respect and harmony must coexist. The Honor System is the policy of VCU that defines the highest standards of conduct in academic affairs. The Honor System in its entirety can be reviewed on the Web at [http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf](http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf) or it can be found in the 2011-12 VCU Insider at [http://www.students.vcu.edu/insider.html](http://www.students.vcu.edu/insider.html).

All students in this class must know and abide by the VCU Honor Code. In particular plagiarism **will not be tolerated**. There are two kinds of plagiarism: unintentional (poorly cited documentation for sources you have consulted or used in your work) and intentional (use of another’s prose with the intention of passing it off as your own). Unintentional plagiarism should not happen, if you follow proper citation and documentation procedures (if you have any specific questions about how to do this, consult with me); if it does, you will be penalized within the framework for overall academic evaluation. Intentional plagiarism will be reported to the Dean’s Office.
Attendance and Participation Policies

Absences: Attendance Grades will be posted about every 4-5 weeks (dates for posting listed on syllabus). To request reconsideration of an attendance grade, you must contact the instructor in writing not more than one week after each attendance grade is posted.

- Students are responsible for all material listed on the syllabus, including all readings, films, and lectures. If a student misses class or adds the class late, s/he is still responsible for all material listed on the syllabus.
- Latenesses of more than fifteen (15) minutes will be counted as absences.
- If we have any weather related absences, we will resume work as planned (including any tests or paper deadlines) the following class period.

Classroom and Discussion Etiquette

- Student conduct will be governed by the expectations described in “Student Conduct in the Classroom” (see [http://www.students.vcu.edu/docs/policy_student_conduct.pdf](http://www.students.vcu.edu/docs/policy_student_conduct.pdf))
- Students are encouraged to share their opinions and ideas based on the historical material we will be discussing; however, deliberately harmful comments based on race, nationality, religion, sexual orientation, gender, or physical ability will not be tolerated. We are all individuals with our own passions and interests, but we are also members of an academic community -- so the tone of all collective discussions must remain scholarly and academic.
- Show courtesy to your instructor and your classmates by arriving on time and leaving only when the class has ended; also, turn off any cell phones, beepers, or pagers for the duration of class -- and do not ‘surf the net’ or text message during class!
- Any student whose behavior is judged (for these, or any other reasons) by the instructor to be discourteous or disruptive will be asked to leave the classroom.
- Taping and/or digital recording of class sessions is not permitted.

Communications Policies:

- It will be necessary for the instructor to e-mail you (individually and collectively) from time to time. For these purposes it will be assumed that each student uses his/her VCU student e-mail account. Please make a habit of checking this student e-mail account regularly, or if you have another e-mail address you use more regularly, please make arrangements with the Computer Help Desk (library basement) to forward your VCU e-mails to you at this address.
- E-mail is the most effective way to communicate with the instructor outside of class or office hours – you can usually expect a response within several hours (barring the period between 8PM and 8AM, and weekends). But please do not send e-mails which make requests and simply presume that these requests will be fulfilled or approved. It is your sole
responsibility to check your e-mail in a timely fashion in order to get the instructor’s response.

Disability Policy: The Americans with Disabilities Act of 1990 requires Virginia Commonwealth University to provide a 'reasonable accommodation' to any individual who advises us of a physical or mental disability. Any student who wishes to discuss reasonable accommodations for a disability, visible or invisible, should contact me within the first three weeks of class so that we can meet and make all the necessary arrangements with the Coordinator of the VCU Office of Disability Support Services (ODSS). ODSS is can be reached by phone: 828-2253.

Religious Observances Policy: As per VCU policy, a student desiring to observe a religious holiday of special importance must provide advance written notification by the end of the second week of classes. The student remains responsible for any written material missed.

Technology Policy: Blackboard is an integral technology and your successful use of it will be vital for this class. You are responsible for working out any issues of access to Blackboard: for help with this contact Technology Support Services (www.ts.vcu.edu/helpdesk or (804) 828-2227)

Extra Credit Policy: Extra credit assignments must be turned in as typed, double spaced, hard copy (either in class or in the instructor’s office), and are due by 4:30PM no more than TEN DAYS after the lecture/event itself takes place. NO late extra credit assignments will be accepted.

With regard to evaluation, students can submit NO MORE THAN THREE extra credit assignments, and extra credit assignments can ONLY be used to replace lowest THOUGH PIECE GRADES. Extra credit will be graded on a 1-10 scale and returned to you as time permits (*all* regular grading/evaluation takes precedence for the instructor over extra credit assignment).
COURSE SCHEDULE (SUBJECT TO CHANGE – CHECK Bb for Updates)

WEEK ONE: Thurs 8/25

INTRODUCTION: Defining Women’s Health
Review Course Syllabus; General Discussion of Course and Learning Objectives

(PDF – mounted on Bb and handed out in class, 8/20) Excerpt from the 1971 Edition of Our Bodies, Ourselves by the Boston Woman’s Health Collective

In-Class EXERCISE: Reading Primary Sources – Instructor will bring OB, OS editions: 1973 (pamphlet), 1976, 1982, 1984, 1998 – most from the VCU libraries

Plus mini-lecture on the following (to be read for the exam):


(PDF) Wendy Kline, “‘Please Include this in your book’: Readers Respond to Our Bodies, Our Selves,’ Bulletin of the History of Medicine, 2005, 79: 81–110


UNIT #1 -- PUBERTY

WEEK TWO: Thurs 9/1

FILMS (23 minutes, shown in class): Personal Hygiene for Boys; For Girls (1923-24 – United States Public Health Service)


W&HinAm: -- Margaret Lowe, “From Robust Appetites to Calorie Counting: Dieting Among Smith College Students in the 1920s”


THOUGHT PIECE #1 DUE

WEEK THREE: Thurs 9/8

Brumberg, The Body Project (all) plus


THOUGHT PIECE #2 DUE
UNIT #2 -- SEXUALITY

WEEK FOUR: Thurs 9/15

READING:
Gilman, *The Yellow Wallpaper* (you are required to read the title short story only)

W&HinAm, read the following chapters:
--Elizabeth Lunbeck, “‘A New Generation of Women:’ Progressive Psychiatrists and the Hypersexual Female”
--Elaine Abelson, “The Invention of Kleptomania”


THOUGHT PIECE #3 DUE

WEEK FIVE: Tues 9/22

UNIT #3 -- FERTILITY, CONTRACEPTION, and ABORTION

W&HinAM, Chapters 13, 15, and 16:
--Jessie M. Roderique, “The Black Community and the Birth Control Movement”

W&HinAM, Chapter 16:
--Andrea Tone, “Contraceptive Consumers: Gender and the Political Economy of Birth Control in the 1930s”


THOUGHT PIECE #4 DUE

WEEK SIX: Thurs 9/29

W&HinAM, read the following chapters:
--Leslie Reagan, “‘About to Meet Her Maker:’ Women, Doctors, Dying Declarations and the State’s Investigation of Abortion in Chicago, 1867-1940”
-----Judith Walzer Leavitt, “Under the Shadow of Maternity…”


Book Review Assignment Distributed

THOUGHT PIECE #5 DUE

WEEK SEVEN: Tues 10/6
UNIT #6 -- CHILDBIRTH AND MOTHERHOOD

W&HinAM, read the following chapters:
-- Judith Walzer Leavitt, “Under the Shadow of Maternity…”

Plus Schwartz, *Birthing a Slave* (all)

**Midterm exam distributed**

**THOUGHT PIECE #6 DUE**

**WEEK EIGHT: Thurs 10/13**

FILM (Shown in Class): *A Midwife’s Tale* (1997, Filmmakers’ Collaborative/PBS Home Video)

**MIDTERM EXAM DUE by 5PM (submit via Bb); No Thought Piece This Week**

**WEEK NINE: Thurs 10/20**

**WEEK TEN: Thurs 10/27**

UNIT #7 -- WOMEN AS HEALTHCARE PROVIDERS

W&HinAM, read the following chapters:

-- Susan Reverby, “’Neither for the Drawing Room or the Kitchen:’ Private Duty Nursing in Boston, 1873-1920”
-- Darlene Clark Hine, “’They Shall Mount Up with Wings as Eagles:’ Historical Images of Black Nurses, 1890-1950”
-- Mary Roth Walsh, “Feminist Showplace”
-- Kinberley Jensen, “Uncle Sam’s Loyal Nieces”

**THOUGHT PIECE #7 DUE**

**WEEK ELEVEN: Thurs 11/3**

**FILM (Shown in Class): Typhoid Mary – The Most Dangerous Woman in American**

(NOVA/PBS, 2004)

**Attendance Grade #2 Posted to Bb by the end of this week**

**Historical Book Review of Ulrich, *A Midwife’s Tale* due by 5PM on 11/3 (Submit on Bb) (No thought piece due this week)**
WEEK TWELVE: Thurs 11/10  
(Midwives)

W&HinAM, read the following chapters:

--Charlotte Borst, “The Training and Practice of Midwives”
--Susan Smith, “White Nurses, Black Midwives, and Public Health”

(Family Caregiving)

--Emily Abel, “A ‘Terrible and Exhausting Struggle:’ Family Caregiving During the Transformation of Medicine”

(PDF) Excerpt from Carol Levine, *Always on Call: When Illness Turns Families Into Caregivers* (United Hospital Fund, 2000). Chapters 2, 6, and 7

Legislative Policy Assignment distributed

THOUGHT PIECE #8 DUE

UNIT #9 -- MENOPAUSE  
WEEK THIRTEEN: Thurs 11/17

(PDF’s) Wilson, Robert A. Chapters from *Feminine Forever* (NY: Evans, 1966), chapters 1 (“A Woman’s Right to be Feminine”) and 2 (“Must Women Tolerate Castration”) (pages 24-54, inclusive).


THOUGHT PIECE #9 DUE

WEEK Fourteen: Thurs 11/24

**NO CLASS 11/26: THANKSGIVING BREAK**

Conclusion -- CONTEMPORARY POLICY ISSUES AND UNDERSTANDINGS OF WOMEN’S HEALTH
WEEK FIFTEEN: Thurs 12/1
(Breast Cancer)

Legislative/Policy Assignment Due: Discuss and Share Results
(Grades for this assignment will be posted by Monday 12/7 at noon)
Come to class prepared to talk 2-4 minutes about your findings!


Final Exam distributed
Attendance Grade #3 posted on Blackboard this week
(No thought piece due this week)

WEEK SIXTEEN 12/8
(What does it mean to be a woman?)

Two essays from D. Kleinman, et. al., Controversies in Science and Technology (New Rochelle, NY: Mary Ann Liebert Inc. Publishers, 2008):

- (PDF) Alice Dreger, “Sex Beyond Karotype” (Chapter 23, p. 481-492)

- (PDF) Christina Matta, “Ambiguous Bodies and Deviant Sexualities: Hermaphrodites, Homosexuality, and Surgery in the US, 1850-1904” (Chapter 24, p. 493-504)

Plus the film: “Southern Comfort” (dir. Kate Davis, 2001)

EXTRA CREDIT THOUGHT PIECE OPPORTUNITY (optional); due in class

FINAL EXAM DUE (Submit via Bb) due by Friday 12/9 at 5PM
What is a Thought Piece? Adapted from A.R. Marshall, Brandon University (CA)

- A thought piece is a short (250-300 word) writing assignment that thoughtfully poses and answers a question (or at most, two questions) in relation to class materials (which are the readings, as well as lectures/discussions/presentations). Ideally, it is a vehicle for students to write critically and think analytically – but in a less formal style than would be required in a thesis-driven traditional essay assignment.

Some Guidelines:

- Thought pieces must address the readings assigned on the week that they are due, and they must engage one of the subjects or themes of the class broadly defined (if you’re having trouble discerning these, look at the unit titles and sub-titles on the syllabus, or the chapter/article titles). You must focus your ideas using the course materials assigned: do not use material from other books or sources except to introduce questions or probe ideas from those materials). **Do not go to the library or consult web sites in order to do research for your thought pieces.** The ideas should come directly from you!
- The more detail you provide to explain the points of your interpretation and to analyze the material you have been given, the better your writing will be. Begin the process of writing a thought piece by asking yourself as many questions as possible about the materials (what, why, when, how, who). These questions will help you decide how to deepen your analysis. Then revise, clarify and explore your ideas as you write.

The formal requirements are simple:

- You may write your thought piece either from a first person (i.e., “I think...”) or third-person (i.e. “This flaw in the author’s argument suggests...”) perspective
- You should refer to the class materials you are referencing specifically (i.e. by author’s name, quick in-text page number if applicable), but do not use formal citations.
- You must type/word process and double-space your text, as well as use coherent English sentences.

Please try to avoid common problems:

- Do not use your thought piece to write a story.
- If you wish to present an opinion, make sure that you argue it: do not use the thought piece simply to declare it through a series of statements
- Do not write your thought piece by copying class notes or reading quotes verbatim.
- Keep in mind that grammatical and spelling rules still apply.
HistSci 138. Sex, Gender, and Evolution

Prof. Sarah Richardson
srichard@fas.harvard.edu

Course Description:
Evolutionary theories of sex and gender and central controversies in human evolutionary biology from Darwin to the present. Topics include debates over the theory of sexual selection and the evolutionary basis of monogamy, sexual preference, physical attraction, rape, maternal instinct, and sex differences in cognition. Readings: primary texts and historical, philosophical, and feminist analyses.

Texts:
Required texts (marked [T] on the syllabus) are available for purchase at the Harvard Coop. Additional required readings (marked [E] on the syllabus) are available via the course website.


Course Requirements:
This course requires 100-200 pages of reading/week, regular attendance, participation in a weekly discussion section, 3 entries on the class blog, and completion of three 5-7 pp. analytical papers or multimedia essays. There will be five essay assignments, corresponding to the units of the course. Pick the three assignments that most interest you and turn them in by the required dates. Students taking the class for graduate credit should see the professor for graduate student requirements.

Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation, and preparation</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>20%</td>
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<tr>
<td>Essay 2</td>
<td>20%</td>
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<tr>
<td>Essay 3</td>
<td>20%</td>
</tr>
<tr>
<td>Blog contributions</td>
<td>20%</td>
</tr>
</tbody>
</table>
## Course Schedule:

### Part 1. Gender and Evolution in History and Culture: Major Themes

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25</td>
<td><strong>Course Overview and Opening Lecture</strong>&lt;br&gt; <em>No reading</em></td>
</tr>
<tr>
<td>January 27</td>
<td><strong>Clan of the Cavemen: Gender, Evolution, and Human Origins</strong></td>
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<tr>
<td></td>
<td>[E] Clark, “The Caveman and the Strenuous Life”</td>
</tr>
<tr>
<td>February 1</td>
<td><strong>&quot;Women Consorting with Chimpanzees&quot;: Gender, Evolution, and Human-Animal Relations</strong></td>
</tr>
<tr>
<td>February 3</td>
<td><strong>“The Woman Who Never Evolved”: Males as the &quot;Species Type&quot; in Evolutionary Science and Popular Culture</strong></td>
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<td>February 8</td>
<td><strong>Darwin's Beard: The Voyage of the Beagle, Masculinity, and Biology</strong></td>
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<tr>
<td></td>
<td>[E] Gapps, “Charles Darwin as an Icon”</td>
</tr>
</tbody>
</table>

*Essay 1 is due on Monday, February 14, 12 midnight in your dropbox*
Part 2. Darwin and sexual politics

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
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</thead>
<tbody>
<tr>
<td>February 10</td>
<td><strong>Victorian Sexual Science</strong></td>
</tr>
<tr>
<td></td>
<td>[T] Sexual Science, Chapters 1 and 2, “How to Tell the Girls from the Boys” and “Up and Down the Phyletic Ladder”</td>
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<tr>
<td>February 15</td>
<td><strong>Coy Women and Promiscuous Men: Darwin’s Theory of Sexual Selection</strong></td>
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<td></td>
<td>[T] Sexual Science, Chapter 3, “Hairy Men and Beautiful Women”</td>
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<tr>
<td></td>
<td>[E] Darwin, The Descent of Man and Selection in Relation to Sex, Chapter 8 and 19, “Principles of Sexual Selection” and “Secondary Sexual Characters of Man”</td>
</tr>
<tr>
<td>February 17</td>
<td><strong>Feminism and Darwin’s Theories</strong></td>
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<td></td>
<td>[T] Sexual Science, Chapter 5, “The Physiological Division of Labor”</td>
</tr>
<tr>
<td>February 22</td>
<td><strong>Darwin Correspondence Project: Darwin and Gender Class Workshop</strong></td>
</tr>
<tr>
<td></td>
<td>[E] Letters from the Darwin Correspondence Project</td>
</tr>
<tr>
<td>February 24</td>
<td><strong>Guest Lecture: Miranda Mollendorf, Hybrid Selves: Botanical Bodies and Imperial Aesthetics from the 17th-19th centuries</strong></td>
</tr>
</tbody>
</table>

*Essay 2 is due on Monday, February 28, 12 midnight in your dropbox
Blog entry 1 is due February 28 at midnight.*
**Part 3. Eugenics, evolution, and reproductive politics**

<table>
<thead>
<tr>
<th>March 1</th>
<th><strong>A Threat to the Race: Evolution, Eugenics, and Reproductive Politics</strong></th>
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<tbody>
<tr>
<td></td>
<td>[E] Galton’s “Hereditary Talent and Character” (1865)</td>
</tr>
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<td></td>
<td>[E] Pearson’s “On Breeding Good Stock” (1903)</td>
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<thead>
<tr>
<th>March 3</th>
<th><strong>Birth Control, Sterilization, and Normative Mothering: The Complex Politics of Gender and Eugenics</strong></th>
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<tbody>
<tr>
<td></td>
<td>[T] <em>Controlling Human Heredity</em>, Chapters 4-6, “The Menace of the Moron,” “Eugenic Solutions,” and “Whose Country Is This?”</td>
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<tr>
<td></td>
<td>[E] Lovett, “Nostalgia, Modernism, and the Family Ideal”</td>
</tr>
</tbody>
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<tr>
<th>March 8</th>
<th><strong>WWII, Nazis, and the Denouement of Eugenics</strong></th>
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<table>
<thead>
<tr>
<th>March 10</th>
<th><strong>Yummy Mummies and Birthrate Politics: Evolutionary and Eugenic discourses in Reproductive Politics Today</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[E] Duster, “Eugenics by the Back Door”</td>
</tr>
<tr>
<td></td>
<td>[E] Oliver, “Motherhood, Sexuality, and Pregnant Embodiment”</td>
</tr>
</tbody>
</table>

*Essay 3 is due on Monday, March 21, 12 midnight in your dropbox*
Part 4. Sociobiology and evolutionary psychology

<table>
<thead>
<tr>
<th>March 22</th>
<th>E.O. Wilson's <em>Sociobiology: From Animal Behavior to Human Nature</em></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>[E] Wilson, “Man: From Sociobiology to Sociology”</td>
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<tr>
<td></td>
<td>[E] Segerstrale, “The Storm over <em>Sociobiology</em>”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 24</th>
<th><em>From Sociobiology to Evolutionary Psychology: The Birth of a Discipline and a New Science of Gender Difference</em></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>[E] Trivers, “Parent-Offspring Conflict”</td>
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<tr>
<td></td>
<td>[E] Pinker, “Gender,” pp. 337-359 only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 29</th>
<th>“The Determined Patriarchy”: The Politics of Feminism and Evolutionary Psychology</th>
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<tbody>
<tr>
<td></td>
<td>[T] <em>Caveman Mystique</em>, Introduction and Chapter 1, “Welcome Back to the Caveman Times” and “Sperm Wars, Sex Wars, and Science Wars”</td>
</tr>
<tr>
<td></td>
<td>[E] Fausto-Sterling, “Feminism and Behavioral Evolution: A Taxonomy”</td>
</tr>
</tbody>
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<thead>
<tr>
<th>March 31</th>
<th><em>Maxim Magazine and the Academy: Gender and Evolutionary Psychology in Popular and Scientific Contexts</em></th>
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</table>

Blog entry 2 is due March 31 at midnight  
Essay 4 is due on Monday, April 4, 12 midnight in your dropbox
### Part 5. Contemporary debates and controversies

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Realted Readings</th>
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<tbody>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>April 21</td>
<td>NO CLASS</td>
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</table>
| April 26   | **Closing Lecture: Knowledge Politics, Ethics, and Evolutionary Theories of Gender**  

*Essay 5 is due on Friday, April 29, 12 midnight in your dropbox*
I. COURSE DESCRIPTION

How do we account for the many similarities and differences within and between human populations? Axes of human “difference” – sex, gender, race, class, sexuality, religion, nationality etc. – have profound consequences. These differences shape not only group affiliation and identity but are often correlated with colonial and national histories, with organization of societies such as socioeconomic status, professions, work mobility, as well as stereotypes about personal traits and behaviors. Debates around questions of nature and nurture have raged on for several centuries. The biological sciences have been very important in the history of differences. Scientists have contributed to bolster claims that differences are determined by our biology – such as research on sex and racial differences, notions of the “gay” gene, math abilities, spatial ability etc. Conversely, scientists have also contributed to critiquing claims of difference – claims of the existence of “race” and racial differences, claims about differences amongst sexes, genders and sexualities. How do we weigh these claims and counterclaims?

In this course, we will explore both popular and academic writings - their understandings, debates and critiques of “difference.” We examine these categories systematically to evaluate claims of difference. We will begin with a historical overview of biological studies on “difference” to trace the differing understandings of the “body” and the relationship of the body with identity, behavior and intellectual and social capacity. We will then examine contemporary knowledge on differences of sex, gender, race, class, and sexuality. We will use several case studies to explore how scientific and experimental knowledge is produced. What is good data? How do we “know” what we know? The course will take up a range of claims about difference, their purpose and their consequences to examine what these studies of “difference” can tell us – exploring both what they tell us and what they do not. Using literature from biology, women’s studies, and science studies, we will examine the biological and cultural contexts for our understanding of “difference.” The course will give students the tools to analyze scientific studies, to understand the relationship of nature and culture, science and society, biology and politics.

II. COURSE READINGS

Middlesex, by Jeffrey Eugenides, Picador, 2007, Available at Food for Thought Books, North Pleasant Street, Amherst

E-Reserves: Articles available online through library electronic reserves. Enter —Subramaniam as instructor or Womensst290A in listed courses and enter the password: biology

SPARK: We will use SPARK throughout the course. Surprise extra credit assignments, news and information and discussion questions will be posted on SPARK throughout the course. Once you register for the course, you will automatically be added to the course on SPARK. You will use your OIT
username and password to sign into the course SPARK and access course information. Please contact OIT if you have any problems. Every student needs to be familiar with the site and check it regularly (https://spark.oit.umass.edu/webct/entryPageIns.dowebct). Many important announcements and assignments will be posted there and you are responsible for this information.

III. COURSE REQUIREMENTS

- You must be registered for both the lecture and discussion section. Attendance at BOTH is required and mandatory.
- Reading assignments must be completed by the class period for which they were assigned.
- You are responsible for knowing when assignments are due and handing them in on time. Dates of major writing assignments are in this syllabus. But other assignments will be given in your discussion sections. Absence from these sections on the day the assignment is due is no excuse for not handing in the assignment on time. It is each student’s responsibility to find out about assignments from someone in your discussion group or from your Teaching Assistant.
- For an absence to count as excused, you must submit an official certification as well as a 2-page summary on the week’s readings.
- Discussion sections will provide the opportunity to talk critically and analyze issues and topics. You will be expected to have completed and thought about all of the readings for each class.
- Videos and guest lectures are part of the class material and students are responsible for knowing the material.

We will follow all university policies on issues of Academic Honesty, Grading, Attendance, Examinations, and Absences due to Religious Observance.

Written Assignments and Exams

- **Midterm Exam:** One midterm exam on March 11 in discussion section
- **Two short exercises/writing assignments** (3-4 pages) due Feb 18 and April 1 in discussion section
- **News clippings:** This course deals with materials that are very relevant to our times. We encourage you to bring newspaper articles/clippings, stories for the news program, radio and television programs, the movies as well as conversations with friends and family. We will begin each class with such connections. You should post these on the discussion board on SPARK. During the semester each student must present at least 2 relevant links before the midterm and two after the midterm. In addition you should comment on someone else’s posting at least twice before and after.
- **Final project:** A final project and presentation (Topic due March 4, Outline, April 8, Paper- May 2)
- **Discussion groups** are integral part of the class. **Attendance and participation in discussion sections** are factored into the final grade. Two unexcused absences or more will result in your grade being marked down. Non-attendance will result in an “F.” If you have an excused absence, you must submit a two-page reflection paper based on the readings assigned for that week. The paper is due the next class day.
- **Extra Credit Events:** Throughout the semester we will post extra credit events. Attend an event and write a 1-2 page summary of the event for 2% extra credit.

**Grading**

*Final grades will be computed as follows:*

- Discussion section (attendance and participation) **20%**
- Midterm Exam **20%**
- Final Project and Presentation **20%**
- Written assignments (2 assignments- 15% each) **30%**
- Online Discussion board (5% posting; 5% comment) **10%**
- Extra Credit (2% per event) **Upto 6%**
Discussion Sections

Discussions sections on Friday are not optional or add-ons. They are designed to be an integral part of the course and to provide an opportunity to clarify issues in your readings, films and lectures. We expect you to have completed and thought about all of the readings for that week and to be ready to engage in meaningful dialogue. In addition to their strictly academic function, sections are also places where students may talk about the ways in which the topics we address in this course may have touched their lives. Attendance and participation in discussion groups will be 20% of the course grade.

Academic Honesty

Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University’s official policy on academic honesty. Following is a summary - you can read it in full at http://www.umass.edu/dean_students/rights/acad_honest.htm

If an instructor finds that a student has violated the University’s Academic Honesty Policy, the instructor has the right to lower the student’s grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members’ decisions.

Accommodation Policy Statement

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

http://www.umass.edu/senate/guide/GRAD_COUNCIL_COURSE_APPROVAL_GUIDE.pdf

Ground Rules

Despite the size of this class, we are concerned about the quality of your experience. To that end, we will try to foster as much active participation in the course as is possible. Lectures will include time for questions as they arise, and discussion sections have been designed to continue the dialogue. Make use of office hours to continue class discussions, clarify confusions or to discuss any other problems you are having with the course. Because of the class size and the nature of the subject matter, it is necessary to set some ground rules:

- This class is 50 minutes and we expect you to remain for the entire period. Late comers and those who begin to pack 5 minutes before the class period disrupt the class for everyone.
- Make up exams will only be given to students who have an exam conflict, a medical or unavoidable excuse. Ignorance of this rule will not constitute a valid excuse.
### IV: SCHEDULE

#### Week 1: Introduction and Background

**Wednesday, January 19:**


**Monday, January 24:**

**Wednesday, January 26:**

#### Week 3: Binaries/Dualisms: Nature/Culture, Science/Society, Biological/Social

**Monday, January 31:**

**Wednesday, February 2:**
Week 4: Biological Determinism/Social Constructionism

**Monday, February 7:**

**Wednesday, February 9:**

Week 5: Good Science/Bad Science?

**Monday, February 14:**

**Wednesday, February 16:**

**Friday, February 18:** Writing Assignment 1 due

Week 6: Intersectionality: Race, Gender, Race, Class, Sexuality, Nation

**Monday, February 21– Columbus Day – HOLIDAY**

**Tuesday, February 22:**

**Wednesday, February 23:**
Week 7: The Body: Our Changing Conceptions – General Frameworks

Monday, February 28:

Wednesday, March 2:

Resource: [http://www.pbs.org/race/000_General/000_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

Friday, March 4 – Topic for Final Project is due

Week 8: Sexualities

Monday, March 7:

Wednesday, March 9:
- Film, Is It a Boy or a Girl?

Friday, March 11 - Midterm Exam (material up to March 4)

 SPRING BREAK: MARCH 14-20

Week 9: MiddleSex

Monday, March 21: Discussion of the novel Middlesex

Wednesday, March 23: Discussion of Middlesex continued.
[SPARK] Debra Shostak, "Theory Uncompromised by Practicality": Hybridity in Jeffrey Eugenides' Middlesex, Contemporary Literature, Volume 49, Number 3, Fall 2008, pp. 383-412
Week 10: Changing Conceptions of the Body: Brain

Monday, March 27:

Wednesday, March 29:

Thursday, March 31, 4pm, Speaker, Rebecca Jordan Young, author of Brain Storms.

Friday, April 1 – Writing Assignment 2 is due

Week 11: Reproduction – Past, Present, Future

Monday, April 4:

Wednesday, April 6:

Friday, April 8 – Outline for Final Project is due
Week 12: Genes and Difference

Monday, April 11:

  http://www.pbs.org/race/000_About/002_04-background-01-02.htm

Wednesday, April 13:

  http://www.mindfully.org/GE/2003/DNA-Era-Lewontin1jul03.htm

Week 13 & 14 : Student Presentations

Monday, April 18: Patriot’s Day – HOLIDAY

Wednesday, April 20 & April 25 & April 27

- Presentation of Final Projects

Week 15: Conclusion: What should we do with “difference?”

Monday, May 2:


Final Project is due
HISTORY 281:
HISTORICAL PERSPECTIVES ON WOMEN, HEALTH, AND SEXUALITY
Wilson 112
T, R, 11-12:15 (SPRING 2010)

Professor Arleen Tuchman
Benson 110 #13
arleen.m.tuchman@vanderbilt.edu
Ph. (32)2-8151 or (32)2-2575
Office hours:
Tuesdays, 2:30-3:30pm
and by appointment

TA: Frances Kolb
3rd fl. Buttrick, Carrel #325
frances.b.kolb@vanderbilt.edu
Office hours:
Mondays, 1-3
and by appointment

T.A.: Angela Sutton
4th fl. Buttrick, Carrel #13
angela.c.sutton@vanderbilt.edu
Office hours:
Wednesdays, 10:30-11
and by appointment

COURSE DESCRIPTION

This course introduces students to the history of women, health, and sexuality in the United States from the late 18th century to the recent past. We will explore how medical ideas about women’s health, nature, and sexuality have changed over time; women’s experiences as patients; and women’s experiences as health-care providers, especially as midwives, nurses, and physicians. The format of the course is lecture/discussion.

GRADING AND DUE DATES

Class participation and attendance 5% Every class
Brief analyses of readings 15% Throughout semester
Paper #1 25% February 11
Selection of topic for final research paper no grade March 2
Paper #2 25% March 22
Description of research question for final paper no grade March 26
Final research paper 30% April 16

Class participation and attendance
You are expected to attend class regularly and participate in classroom activities, which include large and small group discussions, as well as short presentations. We will circulate attendance sheets during every class. Each student may miss two classes during the semester without penalty.

Brief analyses of readings
On a regular basis, you will be asked to prepare short (1 page) written responses to questions based on the readings. It is your responsibility to check OAK before every class to see whether there is a writing assignment.

Two papers
For two of the three monographs we will be reading this semester (Brumberg, Schoen), you will be asked to write a 5-page paper. A detailed assignment will be distributed several weeks before the papers are due.

Final research paper
An 8-10 page research paper analyzing one of the following sources. (Additional sources may be added during the course of the semester.)

Edward Clarke, *Sex in Education* (1875)
Available at: [http://www.gutenberg.org/files/18504/18504-h/18504-h.htm](http://www.gutenberg.org/files/18504/18504-h/18504-h.htm)

Margaret Sanger, *The Woman and the New Race* (1920)

Martha Ballard’s diary (1785-1812)
Available at: [http://dohistory.org/diary/index.html](http://dohistory.org/diary/index.html)

You may also write this paper on a topic of your choice, but you must get my approval by March 2.

**POLICIES AND PENALTIES**

Late assignments: Any paper handed in late will be lowered one grade per day. In other words, a B will drop to a B- after the first day, to a C+ after the second day, etc. This applies to all written work. If you are having difficulty with the material in this course, do not wait until the end of the semester to come see me or your TA. It is possible to learn how to write good papers, and we are willing to help you do so.

*Vanderbilt’s Honor Code governs all work in this course. If you have any questions, please ask me—not another student—for clarification.*

**REQUIRED TEXTS**

- Charlotte Perkins Gilman, *The Yellow Wallpaper*
- Joan Jacobs Brumberg, *Fasting Girls. The Emergence of Anorexia Nervosa as a Modern Disease*
- Janet Golden, *Message in a Bottle. The Making of Fetal Alcohol Syndrome*
- Course documents (CD) Access through OAK
- E-Reserve material (ER) Access through OAK
SCHEDULE OF LECTURES AND READINGS

**Introduction**
1/14  Introduction to the course

**Discovering Sexual Difference**
1/19  Anatomy
  Schiebinger, "Skeletons in the Closet" (CD)
1/21  Physiology
  2. Clarke, *Sex in Education*, Parts I & II (1875) (CD)
1/26  Medical theories
  1. Smith-Rosenberg, Rosenberg, “The Female Animal” (CD)

**Gendered Experience of Disease**
1/28  Infectious disease
  Rothman, *Living in the Shadow of Death*, pp.76-88, 105-127 (ER)
2/2   Cancer
  Burney, “A Mastectomy ” (1811) (CD)
2/4   Mental illness
  Gilman, *The Yellow Wallpaper* (1892)
2/9   Anorexia nervosa
  Brumberg, *Fasting Girls*
2/11  Anorexia nervosa
  1. Brumberg, *Fasting Girls*
  2. O’Connor, Van Esterik, “De-Medicalizing Anorexia” (CD)
2/15  First paper due (note that this is a Monday)
  Please drop off your paper in the History Department office no later than 3pm.

**Treating Disease**
2/16  Internal medicine
  1. Wood, “The Fashionable Diseases” (CD)
  2. Morantz, “The Perils of Feminist History” (CD)
2/18  Surgery

**Medicalizing Sexualities**
2/23  Normative sexuality
  2. Degler, “What Ought to Be and What Was” (CD)
2/25  Same-sex relationships
  Smith-Rosenberg, “The Female World of Love and Ritual” (CD)
3/2   Prostitution
  1. Dall, “Open letter in The Liberator” (1850) (CD)
  2. Rolfe, “Biological Aspects of Prostitution” (1937) (ER)
  Submit topic for research paper

**Family Planning**
3/4   Voluntary Motherhood
  1. Toner, “Abortion in its Medical and Moral Aspects” (1860/61) (CD)
  (ER)

**SPRING BREAK**

3/16  Abortion before Roe v. Wade  
Schoen, *Choice and Coercion*, Chapters Two and Three

3/18  Reproductive politics in the 20th century  
Finish Schoen, *Choice and Coercion*

3/22  **Second paper due (note that this is a Monday)**  
**Please drop off your paper in the History Department office no later than 3pm.**

**Health-Care Practitioners**

3/23  History of childbirth  

3/25  Midwifery (clips from film)  
1. Excerpts from Ballard’s diary. Go to [http://dohistory.org/diary/](http://dohistory.org/diary/) and read the entries for the following: August 1-31, 1787; November 1-December 7, 1793; February 1 – March 6, 1801.  

3/26  **Submit 1-paragraph description of research question for final paper**

3/30  **FILM: Sentimental Women Need Not Apply**

4/1  Nursing

4/6  Women physicians before Flexner  
1. Anon., “Female Practitioners of Medicine” (1867) (ER)  
2. Morantz, “The ‘Connecting Link’” (ER)

4/8  Women physicians after Flexner

**Women’s Bodies in the Recent Past**

4/13  PMS  
Henig, “Dispelling Menstrual Myths” (CD)

4/15  Breast cancer  
Lerner, “Great Expectations” (CD)

4/16  **Research paper due (note that this is a Friday)**  
**Please drop off your paper in the History Department office no later than 3pm.**

4/20  FAS  
Golden, *Message in a Bottle*

4/22  FAS  
Golden, *Message in a Bottle*

4/27  Conclusion
In 2005, the president of Harvard University created a storm of controversy when he suggested that the under-representation of women in professional science was due, in part, to their biology. His remarks, though reprehensible, are but one example of the complex relationship between the practice of science and the cultural construction of gender in the West, and this course will explore elements of this relationship from the sixteenth century through to the present day in an effort to understand how each has affected the development of the other. Some of the questions we will consider include: What role has gender played in the identity of individual scientists? How are science and technology themselves gendered by consumerism, advertising, and cultural expectations? How might we understand “masculinist” and “feminist” science, and how do these reflect (or differ from) the way that science is practiced today?

Required Texts:

- Coursepack for LB 333,002 (available in the campus bookstore)

Grading Scheme:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>5 Pop Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Response Paper (4-5 pages):</td>
<td>50</td>
</tr>
<tr>
<td>Final Essay (10-12 pages):</td>
<td>150</td>
</tr>
<tr>
<td>Student Presentations</td>
<td>150</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>500 points</strong></td>
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**Participation:**

I will use the following guidelines when assessing your final participation score. These are not hard and fast numbers, but merely a baseline I’ll use when calculating your final grade.

- Excellent attendance, but never speaks -- 30 / 100 points
- Excellent attendance, speaks once a week -- 50 / 100 points
- Excellent attendance, speaks once every class -- 70 / 100 points
- Excellent attendance, speaks often, contributes meaningful ideas and opinions -- 100 / 100 points

**Attendance Policy:**

I’m a big believer in regular attendance – you can’t participate in the class and engage with your peers if you don’t show up. You will be allowed one free unexcused absence this semester (an unexcused absence is one that isn’t excused by a note from a doctor, counsellor, dentist, professor, etc.); every unexcused absence after that will lose you 5 points from the overall attendance and participation score as listed above. Attendance will be taken in the first minutes of class – if you’re not here when attendance is taken, you won’t get credit for that day.

**Written Work:**

All written work for this class will be submitted twice:
- Firstly, to http://www.turnitin.com, to ensure that there are no issues with plagiarism. To access our class, you will need the class ID number (2794898) and the enrollment password (waddellm).
- Secondly, a paper copy to be handed to the instructor, which will be graded and returned.

For every day that an assignment is overdue, you will lose 10 points. A failure to submit your paper to turnitin.com by the deadline will also lose you 10 points. All assignments must be handed in for you to receive a grade in this course; if any assignments are not submitted, your grade for the course will be 0.

**Final Deadline:**

The final exam for this class is scheduled to end at 12PM on Friday, December 18th. Even though we will not have a regular exam, this is the final deadline for all work in this class – no exceptions will be made.

**Cell phones, Laptops, etc.:**

In order to minimize distractions and interruptions, this class is an electronics-free zone. If your cell phone goes off during class—even on vibrate—you lose 10 points.
Period. So please turn them off and stow them. Laptops are unnecessary and shouldn't make an appearance.

_A Note about the Internet:_

My personal policy is that the Internet does _not_ constitute a viable source of academic information. With rare exceptions, students will not be allowed to cite websites as legitimate sources—too often, the information sitting on the Internet is not properly reviewed or checked, and it can be difficult to know which sources can be trusted and which cannot. The Net is, however, a valuable way to locate other, legitimate sources of information (books, articles, reviews, _etc._). When preparing work for this course, please keep this in mind. Papers that rely on Internet sources will be graded accordingly—so if you cite Wikipedia, except to lose a good portion of your assignment grade.

_Academic Integrity and Honesty:_

Article 2.3.3 of the _Academic Freedom Report_ states that, “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Lyman Briggs College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, _Protection of Scholarship and Grades_; the all-University Policy on _Integrity of Scholarship and Grades_; and Ordinance 17.00, Examinations. (See _Spartan Life: Student Handbook and Resource Guide_ and/or the MSU Web site: [http://www.msu.edu](http://www.msu.edu).)

In addition, students in Lyman Briggs are expected to know, understand, and adhere to the Lyman Briggs Academic Honesty Policy, which can be found at the following URL: [http://www.lymanbriggs.msu.edu/current/honorCode.cfm](http://www.lymanbriggs.msu.edu/current/honorCode.cfm)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in LB 333.

Instances of academic dishonesty, including but not limited to cheating, plagiarism, and illegal use of outside and/or copyrighted materials, will result in penalties ranging from a 0 on the assignment to a failing grade in the class and possible disciplinary action. These penalties will be decided by the instructor on a case-by-case basis.
READINGS

Readings marked with [coursepack] are, of course, included in the prepared coursepack which you can purchase from the bookstore. Readings marked with [online] are available through ANGEL, and must be printed off and brought to class.

Week 1 - Sep. 2nd

Wednesday: Introduction to the course and its themes. What is gender, and how is it determined? Why is it important to understand its relationship with science?

Week 2 - Sep. 7th & 9th

Monday: HOLIDAY – NO CLASS!

Wednesday: We’ll start with a brief essay about the study of gender and science, and consider both where it came from and where it might be going.

Week 3 - Sep. 14th & 16th

Monday: Picking up in many ways from the ideas presented by Keller, we will consider the possibility of a “gynocentric science” and its suppression by conventional “androcentric science.” Does it make sense to think in these terms? Is it useful to understand science in this way?

Wednesday: Our historical survey begins in the 16th century with the unfortunate case of Anna Zieglerin, a self-proclaimed alchemist who came to a grisly end. As a woman, her professional and intellectual reputation was easily questioned, but she was able to exploit both her sex and her gender in order to gain the patronage of a powerful duke.
Week 4 - Sep. 21st & 23rd

Monday: The scientific and medical study of the body was strongly influenced by historical notions of gender and sex. For centuries, the human body was understood to have, effectively, a single sex, onto which ideas about masculinity and femininity were projected by physicians and anatomists. We will examine, first, the history and theory behind this model.

Readings: - Thomas Laqueur, Making Sex: Body and Gender from the Greeks to Freud (Harvard University Press, 1990), Chapter 2 (pp. 25-62) [coursepack]

Wednesday: The one-sex model of human anatomy was required, of course, to correspond with the actual physiology observed in dissections of the body. The lengths to which thinkers went in order to create this correlation are both astonishing and enlightening.

Readings: - Laqueur, Chapter 3 (pp. 63-113) [coursepack]

Week 5 - Sep. 28th & 30th

Monday: Beginning with Linnaeus in the 18th century, relations between plants were cast in obviously gendered and sexual language, despite the fact that most plants are actually hermaphroditic. What were the reasons for this?

Readings: - Schiebinger, Nature’s Body, Preface and Introduction (pp. ix – 10) and Chapter 1

Wednesday: Most of us have probably never considered where the word “mammal” comes from, but in fact the entire taxonomical division of Mammalia has its roots in what Schiebinger calls “the cultural history of the breast.” How did historical notions of gender come to play such a role in shaping our own scientific identity as mammals?

Readings: - Schiebinger, Nature’s Body, Chapter 2

Week 6 - Oct. 5th & 7th

Monday: Ideas about gender and race both played crucial roles in the historical study of primates, and in Western efforts to separate humanity from beasts. To what extent do some of these ideas remain with us today?

Readings: - Schiebinger, Nature’s Body, Chapter 3

***RESPONSE PAPER DUE***

Wednesday: If race worked with gender to shape Western ideas about primates and their position relative to humans in the hierarchy of nature, gender itself also worked on notions of race in the 18th and 19th centuries. Masculine characteristics, such as beards, were used as signifiers of racial difference,
while the term Caucasian stemmed from one man’s ideas concerning female beauty.

Readings: - Schiebinger, Nature’s Body, Chapter 4

Week 7 - Oct. 12th & 14th

Monday: We have already seen how the study of human anatomy was shaped by historical ideas about gender and sexuality in the 16th and 17th centuries. In the 18th century, human anatomy and, specifically, the quest for sexual difference occupied a great deal of scientific and medical thought.

Readings: - Schiebinger, Nature’s Body, Chapter 5

Wednesday: In the 19th and early 20th centuries, scientists became interested in finding scientific evidence for sex-linked differences—the idea, in other words, that men and women were not merely biologically different, but that ideals like masculinity and femininity could be linked to biology as well. What drove this interest, and what were the consequences?


Week 8 - Oct. 19th & 21st

Monday: It is perhaps unsurprising that some scientists today remain interested in establishing “masculine” and “feminine” biologies, and linking these findings with various kinds of behavior, including sexual orientation. Are there problems with this kind of science? Why or why not?

Readings: - Beth Skwarecki, “Mad Science: Deconstructing Bunk Reporting in 5 Easy Steps,” from Bitch magazine, no. 39 (Spring 2008) [handout]

Wednesday: Evelyn Fox Keller and others have argued that language is incredibly powerful. But what happens when we never notice the gendered language of science? Are its effects more powerful, or less? These are questions we will consider as we examine the language used to describe human reproduction at the cellular level.

Week 9 - Oct. 26th & 28th

Monday: Is it possible that the way in which science was constructed and created made the exclusion of women from rational, intellectual pursuits seem both inevitable and justified? Evelyn Fox Keller suggested as much about the 17th century, and Londa Schiebinger now argues the same about the 19th and 20th centuries.

Readings: - Schiebinger, The Mind Has No Sex?, Chapter 10 – “The Exclusion of Women and the Structure of Knowledge” (pp. 265-278) [coursepack]

Wednesday: One of the classic examples of the exclusion of women from scientific discovery is the experience of Rosalind Franklin, the colleague of James Watson and Francis Crick whose work confirmed their theory concerning the structure of DNA but who was dismissed by her male colleagues as “difficult” and unattractive. How is Franklin’s story still relevant today?


Week 10 - Nov. 2nd & 4th

Monday: We’ve already seen numerous examples of science becoming gendered both in its practices and in its language, and this is reflected in a particular kind of science that some scholars have identified as “masculine”. What does this mean, exactly, and how can it help us better to understand science today?


Wednesday: The ideal of masculine science, and its accompanying vision of the strong, masculine scientist, can perhaps be exemplified best by the American pursuit of nuclear technologies in the middle of the 20th century. How were gendered assumptions and ideas built into this kind of science, and what were the consequences?


Week 11 - Nov. 9th & 11th

Monday: The postwar period in America was marked by a new optimism in the possibilities of technology, and this was perhaps most evident in the rise of technologies designed for use in the American home of the 1950s. Advertising and exhibitions targeted a growing consumer population:
women. We will examine what these technologies promised to American families, and how they remained intertwined with contemporary notions of gender and domesticity.


Wednesday: It is not merely technologies themselves that shape public notions of gender, but also—perhaps especially—the ways in which these technologies are advertised. Should we strive to be more conscious and critical of advertising as it relates to gender and technology?


Week 12 - Nov. 16th & 18th

Monday: The numbers of women scientists continue to rise, but some are concerned that this increase is still proceeding too slowly. We will look at the numbers, and consider whether more needs to be done to create sexual equality amongst scientists.


Wednesday: Class time provided for preparation of end-of-semester presentations.

Week 13 - Nov. 23rd & 25th

Monday: In 2005, the president of Harvard, Lawrence Summers, addressed the NBER Conference on Diversifying the Science & Engineering Workforce. His remarks created a firestorm of controversy and ultimately led to his being fired as Harvard’s president. We will examine what Summers said, and consider its implications.

Readings:  - Lawrence Summers, “Remarks at NBER Conference on Diversifying the Science & Engineering Workforce” [online]

Wednesday: What are the challenges and obstacles faced by women scientists today? Several female faculty members from Briggs will join us to discuss their experiences as well as their thoughts on where we need to go from here.

Week 14 - Nov. 30th & Dec. 2nd

Student Presentations

Week 15 - Dec. 7th & 9th

Presentations / Conclusions