ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE: October 8, 2010

1. ACADEMIC UNIT: Women and Gender Studies

2. COURSE PROPOSED:
   WST 340 Gender, Science and Technology 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Amanda Smith
   Phone: 5-3897
   Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry—L
   - Mathematical Studies—MA CS
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ SG

   Awareness Areas
   - Global Awareness
   - Historical Awareness
   - Cultural Diversity in the United States

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: ____________________________
   Is this an out-of-section course?: ☑ No ☐ Yes; Is it governed by a common syllabus? ____________________________

Georganne Scheiner Gillis
Chair/Director (Print or Type)

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

## ASU--[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1.</strong> Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td><strong>2.</strong> Course must be one or more of following types (check all which may apply):</td>
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<tr>
<td></td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
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<tr>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<tr>
<td></td>
<td></td>
<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
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</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit  (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>1. The approach of this course is cross-cultural and comparative. Looks at the participation of women in scientific and technical fields both historically and cross-culturally, and addresses topics such as: the impact of changing biological and medical theories of gender upon women’s lives, women and indigenous (non-Western) scientific and technical knowledge, women and popular science and feminist theories of gender and science. The text by the following authors also addresses this criteria: Sheffield, Kobitz and Kourany.</td>
<td>Syllabus: Course content/goals and examples of text provided.</td>
</tr>
<tr>
<td>2C. Comparative cultural studies in which most, i.e., more than half, of the material covered is devoted to non-US area.</td>
<td>This criteria is demonstrated in the student learning outcomes: Appreciate the reasons for differences in the participation of women in scientific and technical fields and sub-fields both historically and cross-culturally. Also, to identify the conditions under which women have succeeded in the sciences, and the conditions under which their gains have been reversed.</td>
<td>Syllabus: Learning outcomes</td>
</tr>
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WOMEN AND GENDER STUDIES PROGRAM
ARIZONA STATE UNIVERSITY

WST 340 — Gender, Science & Technology
SPRING 2010

Instructor: Ann Hibner Koblitz
Office: West Hall 214
Phone: 965-8483
E-mail: koblitz@asu.edu
Office Hours: Wednesdays 2:40-4:20PM, Thursdays 1:30-2:40PM, and by appointment (NOTE: I tend to spend a lot of time in my office. If the door is open, feel free to come in.)

Readings Available in Bookstore:
Anne Taylor Kirschmann, A Vital Force: Women in American Homeopathy (VF)
Suzanne Le-May Sheffield, Women and Science (LMS)
Ann Hibner Koblitz, A Convergence of Lives (AHK)
Janet Kourany, The Gender of Science (Kourany)

Readings Available on Blackboard:
L. Timmel Duchamp, “The Man Who Plugged In”; “Transcendence”
Ann Hibner Koblitz, “Male Bonding Around the Campfire” (AHK 1); “Gender and Science Where Science Is on the Margins” (AHK 2)
Feride Acar, “Women in Academic Science Careers in Turkey”
Londa Schiebinger, excerpts from Nature’s Body
Donna Haraway, “Teddy Bear Patriarchy”
Bert Hansen, “Public Careers and Private Sexuality”

Course Content and Goals:
This course surveys the complex interrelationships of gender, science, technology, and society in a number of different contexts. We shall look at the participation of women in scientific and technical fields both historically and cross-culturally, and address such topics as: the conditions under which women have succeeded in the sciences, gender segregation by status and discipline, the intersections of race/class/gender in women’s access to scientific fields, the impact of changing biological and medical theories of gender upon women’s lives, scientific professionalization and female marginalization, women and indigenous (non-western) scientific and technical knowledge, feminist theories of gender and science, women and appropriate technology, gender and biological determinism, women and popular science, biotechnology and reproductive rights, etc.

Learning Outcomes:

• Understand the complex interrelationships of gender, science, technology, and society.
• Appreciate the reasons for differences in the participation of women in scientific and technical fields and sub-fields both historically and cross-culturally.
• Identify the conditions under which women have succeeded in the sciences, and the conditions under which their gains have been reversed.
• Comprehend the intersections of race/class/gender/ethnicity in women’s access to scientific fields.
• Have some familiarity with the most prominent feminist theories of gender and science.

Format and Ground Rules:
Despite the class size, I expect active participation from everyone. I shall lecture quite a bit, especially at first, but as time goes on and we get more into the readings, I shall expect you to become more actively involved.
Note that since this class fulfills a requirement for science majors, there is the potential for considerable “culture clash” between those of you who intend to become scientists, and those of you in WST. The mix of majors can work well, provided that: 1) we all do the readings; 2) we all participate in class; 3) we come to class promptly and attend regularly; 4) we are all courteous and respectful to one another, even in cases of disagreement; 5) we keep our sense of humor; 6) we ask for clarification if the discussion seems to be moving in a confusing direction. NOTE: Please refrain from coming late, leaving early, and wandering in and out of the classroom at will. Also, please switch off all electronic communication devices while in class. I am close to banning computers in class—please don’t abuse them.

Academic Honesty:
Academic dishonesty in any form will not be tolerated. You are expected to conduct yourself ethically during all activities associated with this class. Any attempt to represent the work of someone else as one’s own or any other form of academic dishonesty will result in a grade of E (0 points) on the assignment. Please read the department’s detailed policy on academic honesty posted on Blackboard. And please see http://provost.asu.edu/academicintegrity

NOTE WELL: The appropriation of information without proper citation from the Internet, the World Wide Web, and/or other electronic media constitutes a violation of our policy on academic honesty. If you are in doubt about the correctness of your methodology, please ask me in advance.

Course Requirements:
— Class participation is worth a total of 30 points. Since class only meets once a week, and participation is very important, you must attend regularly, and join discussion frequently. You are allowed ONE free absence. After that, I shall deduct five points from your participation grade for each unexcused absence. If you are absent four times or more, your participation grade will be an automatic E. NOTE: Attendance is not enough to guarantee a good participation grade. You must be actively engaged in the class, or at least coming to see me in office hours or engaging with the reading materials over e-mail or in the Blackboard Discussion Boards. Also, excellent class participation can erase an absence, BUT: two late appearances in class equal one absence.

— You will be asked to present in class once or twice during the course of the semester. Each presentation will be worth up to a total of 20 points, or 40 points for both. At least one of the two presentations must be taking responsibility for facilitating discussion of the day’s reading. The other may be either reading facilitation or presentation of an outside topic of interest to the class. The criteria for a good presentation are: 1) you must involve the class as a whole in substantive discussion; 2) you must critically analyze as well as describe (i.e., you should assume that the class as a whole has read the assignment, and go on from there); 3) you must tie in your presentation to other readings, lectures, and course materials. Mindless summary of the reading or an internet source will earn a maximum of 5/10 points, and I shall cut you off after 5 minutes. Normal presentation length should be 10-15 minutes. Note: if you miss your scheduled presentation, you may obtain a maximum of half credit (10 points) for turning in a summary of what you would have said, along with five questions you would have posed to the class.

— Two short (5-7 pp.) papers, each worth a maximum of 50 points, are due on 3 March and 21 April. Suggestions for topics are on Blackboard. Please make sure to consult the writing guidelines!

— Each week I shall give a short quiz covering lecture and discussion of the previous week and/or the reading due that day. The quizzes will be graded on an 8-point scale. Please come on time— if you are more than five minutes late you will not be permitted to take that day’s quiz.
— Final project: On our exam day (and possibly on 28 April depending on how many people want to), any of you who feel the need for extra points may give a five-minute final presentation, worth a maximum of 20 points. This must be concise and tightly organized, and time limits will be strictly enforced.

**Grading Scale:**
- 240 or above = A
- 239-230 = A-
- 229-220 = B+
- 219-210 = B
- 209-200 = B-
- 199-190 = C+
- 189-180 = C
- 179-160 = D
- Below 160 = E

A+ may be given under exceptional circumstances

**BAD DAY RULE/RESPONSIBILITY ALERT!!!**

*Note that the total points possible for this course add up to over 290. In other words, it is possible to get an A even if you have missed 50 points worth of assignments. For this reason, I do NOT accept late work under any circumstances, though there is a 48-hour grace period during which I accept written assignments with an automatic mark-down of 15 points. THERE ARE NO EXCEPTIONS TO THIS POLICY, so plan carefully. Submit work as a hard copy in class (strongly preferred) or through Digital Dropbox in Blackboard (wpd, doc, docx, pdf files only). It is YOUR responsibility to get me a readable copy of your work by the deadline; it is not my responsibility to work with the quirks of your system.*

*Papers are defined as “late” at 5PM on the day that they are due. They will be accepted (with a 15-point markdown) until 5PM on the Friday 48 hours later. Please make sure that you have your paper date-stamped in the Women’s Studies main office if I am not in my office to receive it directly from your hands.*

**Criteria for Grading:**

A: Outstanding. Written work is careful and nuanced, conforms to standard written English, and displays consistency of usage and style. Student demonstrates near total familiarity with the readings. Student shows wide-ranging ability to make connections across readings and understand subtlety of argument. In addition, in classroom discussions s/he participates enthusiastically and with due attention to the readings.

B: Very good. Written work is clearly above average, with consistency of style and usage and only minor flaws. Participation is pertinent and thoughtful. The student demonstrates an ability to make linkages across disciplines and kinds of experience, and has clearly read all or nearly all of the assigned material.

C: Average. Directions followed. Student met minimal expectations, but missed several projects and did not always appear to keep up with the readings. Written work has many flaws. Student shows reasonable grasp of most concepts and demonstrates some ability to integrate experiences inside and outside of the classroom. There is at least some class participation.

D: Below expectations. Below what one would normally expect from a student at the 400-level. Writing has major problems that impede understanding. Student fails to participate appropriately in the classroom, fails to turn in work, has excessive absences.

E: Well below expectations. Written work consistently falls below the college level, directions are ignored or misunderstood, help is not sought, absences and missed assignments are frequent, participation is inappropriate or nonexistent. Shows little or no grasp of concepts, and is unable to relate material from inside and outside of the classroom.

**Appeals:**
It is a good idea to hold onto all graded work in case there is a question about your grade. *Grades are NOT negotiable, and no extra credit (other than that built into the point scale above) will be given.* If you dispute a grade given to you, written complaints can be submitted within **one week** of receiving the grade. Be forewarned, however, that a disputed grade is just as likely to be **lowered** as anything else.

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

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**CALENDAR AND SCHEDULE OF REQUIRED READINGS—readings are due on the date indicated.**

The weekly load is heavy, but to compensate there is one week without readings.

<table>
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<tr>
<th>20 January</th>
<th>17 March</th>
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<tr>
<td>Introductions, discussion of concepts, preconceptions, approaches to the topic. Review of syllabus, conversation about expectations. Creation myths and pre-history; “two-culture problems”</td>
<td>SPRING BREAK—NO CLASS</td>
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<tr>
<th>27 January</th>
<th>24 March</th>
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<tr>
<td>Scientific Revolution &amp; the origins of modern science LMS xi-xxxv, 1-55, 231-242 Kourany 1-33</td>
<td>professionalization and marginalization LMS 127-205, 324-335; Kourany 34-38</td>
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<tr>
<th>3 February</th>
<th>31 March</th>
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<tbody>
<tr>
<td>helpmates and talented amateurs LMS 57-125, 243-313</td>
<td>20th-c experiences of women (and men) in science Kourany 39-152 LMS 344-360</td>
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<tr>
<th>10 February</th>
<th>7 April</th>
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<tbody>
<tr>
<td>breaking the barriers AHK, xxvii-xxvvi, 1-141</td>
<td>the subject matter of the human sciences Kourany 153-227; Haraway, “Teddy Bear Patriarchy”; AHK 1</td>
</tr>
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<tr>
<th>17 February</th>
<th>14 April</th>
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<tr>
<td>Kovalevskaia and the mathematical community AHK 143-275</td>
<td>health, reproductive technologies &amp; imagined futures Kourany 228-302; both Duchamp stories</td>
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<tr>
<th>24 February</th>
<th>21 April</th>
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<tr>
<td>homeopathy as “other” VF 1-89; LMS 313-323</td>
<td>feminist epistemology Kourany 303-321, 340-371; Schiebinger excerpt (on Blackboard)</td>
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<th>3 March</th>
<th>28 April</th>
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<tr>
<td>interrelations of gender and medicine</td>
<td>marginalized others</td>
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<tr>
<td>VF 90-end; Hansen article</td>
<td>AHK 2, Acar, Rajalakshmi articles</td>
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<tr>
<td><strong>1st ESSAY DUE IN CLASS</strong></td>
<td>(possible beginning of final projects)</td>
</tr>
<tr>
<td><strong>10 March</strong></td>
<td><strong>12 May</strong></td>
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<tr>
<td>catch-up lecture and readings;</td>
<td>final projects</td>
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<tr>
<td>speaker or film TBA</td>
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The Gender of Science

Janet A. Kourany
University of Notre Dame

Prentice Hall

Upper Saddle River, New Jersey 07458
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Rutgers University Press
New Brunswick, New Jersey, and London
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A Vital Force
Women in American Homeopathy
ANNE TAYLOR KIRSCHMANN

RUTGERS UNIVERSITY PRESS
New Brunswick, New Jersey, and London
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Ann Hibner Koblitz

Rutgers University Press
New Brunswick, New Jersey
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Preface

Nature's Body, first published by Beacon Press in 1993, has enjoyed a warm reception both in this country and abroad. Garnered the Ludwig Fleck prize from the Society for the History of Science and the chapter that has been the most influential—"Why Mammals are Called Mammals"—won a prize from the History of Science Society (when it first appeared in an article in the American Historical Review). The late Stephen J. Gould based his essay, "The Sexual Politics of Classification," Natural History on this work. It is gratifying to see that Nature's Body has since become standard reading in courses in history literature, anthropology, and gender studies from Princeton to Berlin (after it appeared in German translation to Tokyo (where students can read all about it in Japanese).
PRIMATE VISIONS

Gender, Race, and Nature in the World of Modern Science

DONNA HARAWAY

ROUTLEDGE
New York London
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Women in Academic Science
Careers in Turkey

Feride Acar

Academic Women in Turkey: Some General Observations

As in the case of most professions, women in Turkey are not excluded from the academic community of science. Of the approximately 30,000 faculty members in Turkish universities, more than 9,000 (32.2 per cent) are female. In view of the fact that the overall literacy rate for Turkish women was 65 per cent (as opposed to 86 per cent for men) in 1985, this phenomenon is clearly impressive. Moreover, historical trends show that women's participation in most scientific fields in the academic world – despite occasional fluctuations – has been increasing since the 1940s.¹

In such areas as the natural sciences, medicine and even engineering, where women are generally under-represented academically in the western industrialised countries, in Turkey they comprise impressive percentages of the total. For instance, currently (1989), about 32 per cent of the academic personnel in natural sciences, 35 per cent in medicine and health-related fields, and 24 per cent in engineering are females.

Although women's participation rates in some fields (i.e. humanities, fine and applied arts, and medicine) are above the overall participation rate in all fields, in Turkey academic women are not exclusively concentrated in fields generally considered appropriate for 'feminine' identity. On the contrary, particularly in the earlier years of the Republic, the proportion of

¹. Women were admitted to the academic professions for the first time in 1932-3, but their larger-scale recruitment started in the 1940s (Köker, 1988).

In the lives of great people, it is desirable that their family lives are not covered with a veil by their biographers.

Elie Metchnikoff (1915), writing about Robert Koch

In 1973, when Dr Howard Brown, New York City's retired health commissioner, came out of the closet in a speech at a medical meeting, it made the front page of the New York Times and other newspapers around the country. That a voluntary disclosure of his homosexuality—without any connection to a personal scandal—was a major news story may seem odd today. After all, over the past 30-some years, the rapid growth of gay and lesbian movements and the appearance of AIDS encouraged many scientists, physicians, and public health professionals to be open about their sexuality. But in the early 1970s, a high-status person’s coming out was still newsworthy, even in the wake of the “Stonewall riots” of June 1969 that energized a homosexual rights movement.

Howard Brown made his private life public when another physician asked Brown to speak out as a gay doctor “so that physicians would stop thinking of homosexuals as just hairdressers, interior decorators, and male nurses.” Even today, with a widespread awareness and partial acceptance of homosexuals in most segments of society, stereotypes endure and invisibility remains a problem, especially in the science-based fields. Gay people have no presence in the standard histories of science, medicine, and public health. Among more than 500 entries in a very recent biographical dictionary of gay and lesbian history, the only gay or bisexual scientists are anthropologists Ruth Benedict and Margaret Mead, economist John Maynard Keynes, and mathematician Alan Turing. For a gay or lesbian student wondering what it might be like to pursue a scientific or medical career, history seems to offer no role models.

Moreover, so few people in science and medicine have been recognized as gay or lesbian that historians and sociologists, even when interested, cannot yet include them in their research on how personal and familial factors have shaped scientific careers and scientific knowledge. In the magisterial 18-volume Dictionary of Scientific Biography, a reader repeatedly discovers mother’s maiden name, religious background, prep school attended, and marital status. But one looks in vain for any acknowledgment of sexual orientation as an aspect of “scientific biography,” and the same silences are found in works like the Dictionary of American Medical Biography. If the world can acknowledge the familial basis for the creative collaboration between Marie Curie and her husband Pierre, should not historians of scientific and medical fields like wise be able to open the closet door for homosexuals and their partners without fear of causing scandal?

How thoroughly homosexuality could affect a doctor’s career was described by Howard Brown after he came out and participated in post-Stonewall gay activism:

It was my homosexuality that determined my choice of profession—I hoped to solve the riddle of my sexual identity in medical school. It was my homosexuality that determined which city I would live and work in—New York would allow me to lead the sort of life, social and private, that my estranged gay nature impelled me to. And it was my homosexuality that lay at the root of my decision to resign some eighteen months after I had attained the pinnacle of my profession. At the same time, my professional life repeatedly impinged upon my life as a homosexual, ultimately damaging the relationship that meant more to me than any other... my long-term love affair with Thomas.

While the frankness of gay liberation was not available to people of the generations studied here, we may still use Brown’s personal reflections as a guide in trying to discern ways that the same-sex experiences and the partnerships of private life shaped public careers and were shaped, in turn, by them.
Transcendence

Precisely one half hour before the guests were due to arrive, Anne took from the refrigerator the loaf of paté she had spent a good part of the previous day preparing. Lovingly she removed its waxed paper wrapping and—sliding her best Sabatier knife over a whetstone—inspected and admired its perfection. Four couples, four slices. (Unless they want seconds, the pigs.) Carefully she positioned the knife one half an inch from the end, then slowly and evenly pressed down on it, producing a clean, smooth slice she then arranged on one of the nasturtium-garnished plates she had ready. The texture, she saw, was perfect, the color—pink and brown dotted with green peppercorns—inviting. And the fragrance...Anne swallowed, and placed the knife for the second cut.

Somewhere upstairs a door slammed—and a child's voice (undoubtedly Jenny's) shrieked. (They always act up before dinner parties. What is it? Do they somehow sense the tensions involved?)

Anne shut the sounds of escalating fracas out of her mind. After all that work she didn't want to botch the job now. She cut and laid the second slice on its bed of garnish. (Perfect.) Then moving her eyes back to the cutting board, she saw the tiny crumb that had unobtrusively come loose from the second slice. She pressed her lips together and positioned the knife for the third cut. Her tongue tingled, though, and her mouth filled with saliva. (Don't even think about it, Anne Louise Archer. It's not a legitimate taste. You know there's no correcting the seasoning at this stage. Just leave it.) Her hands trembled as she placed the third slice on its plate.
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[approx 15,250 words]

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The Man Who Plugged In

1.

"This should help you relax, Mr. Nies," the anesthesiologist said; and Howard felt the needle plunging ruthlessly into his flesh.

Howard took the sharp, stinging stab like a man. (Or would it be more correct to say, like a woman? Both, when you think about it, sound pretty fucking foolish.) Of course he wasn’t nervous about this procedure—totally routine, the doc had said—but it always made him self-conscious and consequently stressed to hear the monitor beeping his pulse so damned publicly.

He stared at the flat white screen blocking his view. He could feel nothing of what they were doing, because of the local, but heard instruments clinking in the background while the doctor boasted to the nurse about his previous day’s feats on the slopes. Or no, the doc had moved on to talk about how the snow in the Cascades was minimally tolerable, and about how much he preferred the fine powder of Snowbird.

When the doc paused to let the nurse reply, Howard said, “I skied at Snowbird once. Actually, I fractured my tibia there. It was my third time out. I guess those Salt Lake orthopedists really rake it in.” Howard realized he was talking to himself, for the nurse talked right over him, as if he weren’t there.
M

DEREK RICHTER

Edited by

The Road to Liberation

WOMEN SCIENTISTS

March 5
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