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—G □
   Historical Awareness—H □
   Cultural Diversity in the United States—C □

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 a multi-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

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.
   - Syllabus: Course content/goals
   - Examples of text provided

2. Course content emphasizes the study of social behavior such as that found in:
   - **ANTHROPOLOGY**
   - **ECONOMICS**
   - **CULTURAL GEOGRAPHY**
   - **HISTORY**
   - Syllabus: Course content/goals and learning outcomes

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   - OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   - Syllabus: Course content/goals and learning outcomes

4. Course illustrates use of social and behavioral science perspectives and data.
   - Examples of text provided

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<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. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>The course surveys the complex interrelationships of gender, science, technology, and society in a number of different ways. Reading from the following authors demonstrate this criteria: Kirschmann, Sheffield, Kobitz and Kourany.</td>
<td>Syllabus: Course content/goals Examples of text provided</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: anthropology and history.</td>
<td>2 and 3: Looks at the participation of women in scientific and technical fields both historically and cross-culturally. Student learning outcomes include: to appreciate the reasons for differences in the participation of women in these fields, to identify the conditions under which women have succeeded (and these gains have been reversed) in the sciences as well as to comprehend the intersections of race/class/gender/ethnicity in women's access to scientific fields.</td>
<td>Syllabus: Course content/goals and learning outcomes</td>
</tr>
<tr>
<td>3b. Course emphasizes the distinct method of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Course illustrates use of social and behavioral science perspectives and data.

The course uses ethnographic perspectives, historical analysis, social analysis of institutions and the social studies of science as its lens. Reading from the following authors demonstrate this criteria: Kirschmann, Sheffield, Koblite and Kourany.

Examples of text provided.
WOMEN AND GENDER STUDIES PROGRAM  
ARIZONA STATE UNIVERSITY

WST 340 — Gender, Science & Technology  
SPRING 2010

Instructor: Ann Hibner Kobritz  
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 Kobritz, 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 Kobritz, “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.

---

**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>
<thead>
<tr>
<th>20 January</th>
<th>17 March</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Break—no class</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27 January</th>
<th>24 March</th>
</tr>
</thead>
</table>
| Scientific Revolution & the origins of modern science  
LMS xi-xxxv, 1-55, 231-242  
Kourany 1-33 |
| sophistication and marginalization  
LMS 127-205, 324-335; Kourany 34-38 |

<table>
<thead>
<tr>
<th>3 February</th>
<th>31 March</th>
</tr>
</thead>
</table>
| helpmates and talented amateurs  
LMS 57-125, 243-313 |
| **20th-century experiences of women (and men) in science**  
Kourany 39-152  
LMS 344-360 |

<table>
<thead>
<tr>
<th>10 February</th>
<th>7 April</th>
</tr>
</thead>
</table>
| breaking the barriers  
AHK, xxvii-xxxvi, 1-141 |
| the subject matter of the human sciences  
Kourany 153-227; Haraway, “Teddy Bear Patriarchy”; AHK 1 |

<table>
<thead>
<tr>
<th>17 February</th>
<th>14 April</th>
</tr>
</thead>
</table>
| Kovalevskiaia and the mathematical community  
AHK 143-275 |
| health, reproductive technologies & imagined futures  
Kourany 228-302; both Duchamp stories |

<table>
<thead>
<tr>
<th>24 February</th>
<th>21 April</th>
</tr>
</thead>
</table>
| homeopathy as “other”  
VF 1-89; LMS 313-323 |
| feminist epistemology  
Kourany 303-321, 340-371; Schiebinger excerpt (on Blackboard) |

<table>
<thead>
<tr>
<th>3 March</th>
<th>28 April</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd essay due in class</td>
<td></td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>interrelations of gender and medicine</th>
<th>marginalized others</th>
</tr>
</thead>
<tbody>
<tr>
<td>VF 90-end; Hansen article</td>
<td>AHK 2, Acar, Rajalakshmi articles</td>
</tr>
<tr>
<td><strong>1st ESSAY DUE IN CLASS</strong></td>
<td>(possible beginning of final projects)</td>
</tr>
<tr>
<td>10 March</td>
<td>12 May</td>
</tr>
<tr>
<td>catch-up lecture and readings;</td>
<td>final projects</td>
</tr>
<tr>
<td>speaker or film TBA</td>
<td></td>
</tr>
</tbody>
</table>
The Gender of Science

Janet A. Kourany
University of Notre Dame

Prentice Hall

Upper Saddle River, New Jersey 07458
RECENTLY

Women in Science: Half In, Half Out
Vivian Gornick

"How can a little girl like you teach a great big class of men?"
the Chairman Said, and Other Adventures of a Woman in Science
Naomi Weisstein

The Anomaly of a Woman in Physics
Evelyn Fox Keller

CURRENTLY

Women Join the Ranks of Science but Remain Invisible at the Top
Natalie Angier

Creeping Toward Inclusivity in Science
Phyllis Goldberg

PART II
What Kind of Enterprise Is Science? 87

SCIENCE'S AIMS, METHODS, AND NORMS OF BEHAVIOR

Patriarchy, Scientists, and Nuclear Warriors
Brian Easlea

Culturally Inclusive Chemistry
Catherine Hurt Middlecamp

A World of Difference
Evelyn Fox Keller

Interviewing Women: A Contradiction in Terms
Ann Oakley
PART III
What Kind of Enterprise Ought Science to Be? 303

FEMINIST EMPIRICISM

Subjects, Power, and Knowledge: Description and Prescription in Feminist Philosophies of Science 310
Helen E. Longino

Epistemological Communities 322
Lynn Hankinson Nelson

FEMINIST STANDPOINT THEORY

"Strong Objectivity": A Response to the New Objectivity Question 340
Sandra Harding

Introduction to Tomorrow’s Tomorrow: The Black Woman 353
Joyce A. Ladner

FEMINIST POSTMODERNISM

Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective 361
Donna Haraway

Though This Be Method, Yet There Is Madness in It: Paranoia and Liberal Epistemology 371
Naomi Scheman
Women and Science

Social Impact and Interaction

Suzanne Le-May Sheffield

Rutgers University Press
New Brunswick, New Jersey, and London
4 Women's Education in Science, 93
   Girls' Elementary and High School Education in Science, 95
   The Struggle to Enter the Ivory Tower: Gaining a
   University Education for Women, 102
   A Case Study in Women's Higher Education in Science:
   Obtaining a Medical Degree, 114
   Conclusion, 120
   Bibliographic Essay, 121

5 Professionalizing Women Scientists, 127
   "Women's Work" in the Science Profession, 129
   Beyond "Women's Work" in Science, 134
   Women Scientists' Contributions to War, Industry, and Public Health, 142
   Conclusion, 149
   Bibliographic Essay, 153

6 Women's Advancement in Science since World War II, 157
   Barriers to Women's Participation in Science: History Repeats Itself, 159
   The Feminist Critique of Science, 164
   Women's Success in Science, 173
   Conclusion, 179
   Bibliographic Essay, 181

7 Creating a Future for Women in Science, 183
   Critical Mass: More Women in Science?, 185
   Female-Friendly Science: Educating Women in the Twenty-First Century, 189
   Can There Be a Feminist/Feminine Science?, 195
   Conclusion, 201
   Bibliographic Essay, 203

Chronology, 207
Glossary, 221
Documents, 225
Bibliography, 361
Index, 387
About the Author, 409
A Vital Force

Women in American Homeopathy

ANNE TAYLOR KIRSCHMANN

RUTGERS UNIVERSITY PRESS
New Brunswick, New Jersey, and London
A CONVERGENCE OF LIVES

Sofia Kovalevskaia: Scientist, Writer, Revolutionary

Ann Hibner Koblitz

Rutgers University Press
New Brunswick, New Jersey
Preface

Nature's Body, first published by Beacon Press in 1993, enjoyed a warm reception both in this country and abroad. garnered the Ludwig Fleck prize from the Society for the Soc Studies 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 (where it first appeared in artic form 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 historiography, 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) was, then, surprised when I started receiving emails from colleagues saying the North American edition was out of print at did I know where they could procure copies for their classes; moved quickly to remedy the situation and am pleased that Pi gers University Press is reissuing the book.

Nature's Body was written in the era when it was imperative to expose the privileged firstborn twins of modern scienc
PRIMATE VISIONS

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

DONNA HARAWAY

ROUTLEDGE
New York London
| 15  | Sarah Blaffer Hrdy: Investment Strategies for the Evolving Portfolio of Primate Females | 349 |
| 16  | Reprise: Science Fiction, Fictions of Science, and Primatology | 368 |
|     | Mira's Morning Song | 383 |
|     | Notes | 384 |
|     | Sources | 432 |
|     | Index | 473 |
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).
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—in 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.
DEREK RICHTER

The Road to Liberation

WOMEN SCIENTISTS