In this course, students will engage with feminist and other cultural critiques of science, its practice and practitioners, as well as of the practice of writing history. Students will study the historical and intellectual context of these critiques as well as being asked to think deeply about the scientific and theoretical underpinnings of knowledge and power in history. We will question the cultural role of the historian, and students will be asked to reflect upon their own aspirations as practitioners in the discipline.

Required readings for classes will be made available on D2L in pdf format, or placed on reserve in the library. You may also wish to purchase your own copies of some of the key texts. Other recommended reading will be suggested in classes and discussions.
Assessment

Reading Write-Ups: 

Each write up should be no more than 800 words and should be submitted by midnight the Monday prior to our discussion of those works. The aim of these short writing assignments is twofold. First, they aim to test your understanding of the readings for the week, and to this end you should set out to convey a summary of the writings for the week. These will make useful notes for your future reference. In the last half page, however, you may also comment on what aspects of your own practice as an historian the authors of the given reading gave you cause to reflect. All assignments should obey accepted academic standards (i.e.: be fully referenced, include a full bibliography, be well written and well structured).

Your best 10 will count towards your final total, (each worth up to 3% for a total of 30% of the final grade). Please note, there is no opportunity for late or retrospective submissions.

Participation: 

Your participation in discussion both in class will be worth up to an additional 25%. “Participation” in this sense refers to active participation, not merely attendance. Each student will also be asked to introduce a number of our discussions.

Essay Reviews: 

Every few weeks you will be asked to write a synthetic “essay review”. This should be a longer essay of some 4 pages reflecting upon the works in that section of the course. You should include in this the implications of these works for how we do our work as historians.

For Assessment criteria see the last pages of this syllabus
CLASS SCHEDULE

Please Note: This schedule is subject to change as the course develops: please check weekly readings, and especially the questions for written assessment on the online D2L version of this syllabus.

Week One:
Wednesday 16th January:
Course introduction – Expectations and Themes.

Week Two:
Wednesday 23rd January:
Reading:

Week Three:
Wednesday 30th January
Reading:

Week Four:
Wednesday 6th February:
Reading:

*Essay review on weeks 2-4.*

Week Five:
Wednesday 13th February
Reading:

Week Six:
Wednesday 20th February:
Reading:
Angela Franks, Margaret Sanger’s Eugenic Legacy: the Control of Female Fertility (cf with Breaking Barriers)

Week Seven:
Wednesday 27th February:
Reading:
Charlotte Perkins Gilman, Women and Economics (1898)
**Week Eight:**
Wednesday 5th March:

Reading:

* Essay Review on Weeks 5-8

**Week Nine:**
Wednesday 12th March:
Reading:

**Week Ten:**

😊😊😊 Spring Break: No Reading!! 😊😊😊
March 15th-March 23rd

**Week Eleven:**
Wednesday 26th March:
Reading:
Extracts from The President's Advisory Committee on Pesticides, 1963.

See also: Theo Colborn et al. Our Stolen Future. Are We Threatening our Fertility, Intelligence and Survival? (1997)
This is a more than worthwhile read in its entirety, but you may get a quick overview and updated info from: http://www.ourstolenfuture.org/index.htm


**Week Twelve:**

4
Wednesday 2nd April
Reading:

**Week Thirteen:**
Wednesday 9th April
Reading:

**Week Fourteen:**
Wednesday 16th April
Reading:

**Week Fifteen:**
Wednesday 23rd April
Reading:
Dona Harraway, “Situated Knowledges. The Science Question in Feminism and the Privilege of Partial Perspective”.

**Week Sixteen:**
Wednesday 30th April
Reading:

*Essay Review of Weeks 12-16.*
GRADING PRACTICES AND STANDARDS

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<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A exceptional</td>
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<tr>
<td>87-89</td>
<td>B+ competent</td>
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<tr>
<td>84-86</td>
<td>B competent</td>
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<tr>
<td>80-83</td>
<td>B- competent</td>
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<tr>
<td>77-79</td>
<td>C+ adequate</td>
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<td>67-69</td>
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<td>64-66</td>
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<tr>
<td>60-63</td>
<td>D- inadequate</td>
</tr>
<tr>
<td>00-59</td>
<td>F unacceptable</td>
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</tbody>
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The following guidelines offer a characterisation of the type of work that might be associated with various ranges of grades and to give a guide to what is required in writing assignments in this class rather than to provide precise specifications.

90% to 100% (A)

"A" grade work is exceptional, showing strong evidence of original thinking and good organisation. The student will have shown a capacity to analyse and synthesize information, as well as a superior grasp of the subject matter in hand and an ability to make sound critical evaluations based upon an extensive knowledge base. Work of this standard should be well argued, well documented, and well written.

80% to 89% (B- to B+)

Work of this grade is competent, showing evidence of a reasonable-to-solid grasp of the subject matter. It should also show evidence of critical and analytical thinking. The work should also indicate a familiarity with the literature. It should be clearly written, accurate and coherent, including major points from the course material and an appreciation of their importance.

70% to 79% (C- to C+)

Work of this grade is of adequate performance, showing a fair understanding of the subject matter and an ability to develop solutions to simple problems in the material. It
may include some errors and slight misconceptions, but should be indicative of a reasonable engagement with the course material. An acceptable although uninspired piece of work, it should not contain serious errors, but may lack style and vigour in its articulation.

60% to 69% (D- to D+)

Work of this grade is *adequate, but poor*. Poorly articulated and lacking in a coherent argument it may also lack sufficient documentation. Although it may provide some relevant information, it omits many important points and contains a number of substantial errors or misconceptions.

00% to 59% (F) Inadequate.

Work of this standard is *inadequate*, showing little or no understanding of the subject matter. Exhibiting little evidence of critical and analytic skills, this work contains only a limited or irrelevant use of the literature. Poorly articulated it is likely to lack coherence and be difficult to comprehend. Work of this grade is not of degree standard.