

ANTHR 1101 - 102
FWS: Culture, Society, and Power
Well-behaved Women Seldom Make History
TR 10:10 - 11:25 am McGraw Hall 215



Instructor: Dr. Dana Bardolph
Office: McGraw 262
Office hours: Tues 11:30 am-1:30 pm or by appointment
Email: dbardolph@cornell.edu

Dr. Barbara McClintock (1902-1992) at work in her laboratory in 1947. She received her Ph.D. in Botany from Cornell University in 1927. Photo courtesy of the Smithsonian Institution Archives.

I. Course Description

Since Harvard professor Laurel Thatcher Ulrich coined the phrase “well-behaved women seldom make history” in 1976, this slogan has become a motto for women hoping to break the mold of traditional academics. From Marie Curie to Jane Goodall, this First-Year Writing Seminar (FWS) will consider the history of women in science and their contributions to various fields; the feminist critique of scientific practice; and recommendations for change, to encourage the representation of women in science. From Simone de Beauvoir’s *The Second Sex* to contemporary feminist critiques by physicist Evelyn Fox Keller, readings will demonstrate how important it is that barriers facing women in science be overcome. If just one of the women listed above had gotten fed up and quit—as many do—the history of science would be changed forever. At its core, this class takes a feminist perspective, with feminism broadly defined as the advocacy of women’s rights on the basis of the equality of all genders. Writing assignments will focus on developing strong analytical arguments and will range from academic autobiographies to research papers about the state of gender equity in different scientific fields.

II. Learning Outcomes

Throughout the completion of this course, students will be expected to:

- Become aware of historical and contemporary gender disparities in scientific fields
- Understand how women view and are viewed by the sciences, and understand the historic consequences of these views over time
- Value research as a tool for identifying sources of problems
- Question their standpoints, sources of knowledge, and positions of privilege to be at a university taking liberal arts courses in the first place
- Develop the ability to pursue and effect positive changes in their own lives and in scientific fields

III. General Course Goals

Writing is integral to success in scientific fields, from social sciences to STEM; thus, this course will provide students with a practical foundation in analytical and writing skills that will serve them in their careers moving forward, within a framework of questioning their standpoints. This course will introduce students to a range of written genres, with an emphasis on developing strong arguments. In this seminar, students are expected to develop and demonstrate the following competencies through critical readings, writing assignments, and classroom discussions:

- Polished written work
According to the Knight Institute, the goal of the First-Year Writing Seminar is to produce written work marked by “clarity, coherence, intellectual force, and stylistic control.” Students should be able to produce written work supported by evidence, with proper use, analysis, and citation of source material, engaged with the arguments of others, with a clear organization, crisp mechanics, and written for an audience with a style appropriate to the genre.
- Sound writing habits
Students should develop writing habits that promote coherent and convincing writing, such as drafting, revising, giving and accepting feedback from others, and editing for grammar and clarity.
- Critical reading skills
Students should be able to summarize the main argument of a text, identify evidence used to support its claims, discuss the stylistic features of the genre, describe the context or conversation in which it intervenes, and discuss the implications of the argument for the field.

IV. Required Materials

- Hjortshoj, Keith. *The Transition to College Writing* (Second Edition, 2010). Boston: Bedford. (available on amazon.com and on three-hour course reserve at Uris library)
- Additional course readings posted to Blackboard (<http://blackboard.cornell.edu/>)

Additional recommended writing references: While these texts are not required reading for the course, they contain relevant information for students looking for additional guidance about how to improve their writing skills and deal with the transition to academic writing:

- Graff, Gerald, and Cathy Birkenstein. *“They Say / I Say:” The Moves That Matter in Academic Writing* (2014). W.W. Norton & Company.
- Williams, Joseph, and Gregory Colomb. *Style: Lessons in Clarity and Grace* (Twelfth edition, 2016). Pearson.
- Strunk, William, and E.B. White. *The Elements of Style: The Classic Writing Style Guide* (Complete edition, 2016). <http://www.crockford.com/wrrld/style.html>
- Becker, Howard. *Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article* (Second edition, 2007). University of Chicago Press.

V. Assignments and Grading

There are four main components to the overall grade in this course, detailed below: (1) classroom participation (including in-class discussions, writing exercises, and peer review workshops); (2) instructor conferences (minimum of two during the semester); (3) formal writing assignments (five written assignments totaling approximately 25 pages over the course of the semester); and (4) an in-class presentation of a final research paper project. As this seminar is designed as a writing course, there will be no midterm or final examinations.

Your final grade will be figured from the following components and scale:

Grading Components:

- Classroom participation: 20%
- Instructor conferences: 10%
- Formal writing assignments: 65%
 - Assignment 1- 5%
 - Assignment 2- 10%
 - Assignment 3- 10%
 - Assignment 4- 30%
 - Assignment 5- 10%
- In-class research presentation: 5%

Grading Scale:

A+ = 97-100	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
	F = 59 and below

Classroom participation: Attendance is key to success in this course. You will be allowed **three** absences (with or without excuse) without penalty during the course. More than three absences, and/or poor performance during in-class discussions, group work sessions, or in-class writing exercises, will adversely affect the attendance and participation component of your grade. If you have a valid excuse for not being in class, please notify the instructor in advance if at all possible. If you are sick, please do not come to class!

Please note that an in-class absence is not a valid excuse for submitting an assignment late on dates they are due. Please plan accordingly or make other arrangements for submission with permission from the instructor.

Your classroom participation grade will be evaluated based on your frequency of attendance **as well as** your quality of contribution to discussion and in-class activities. Students are expected to have done all of the assigned readings and arrive for class with topics and questions prepared for discussion (e.g., you can select particularly interesting or problematic passages within the readings for discussion, formulate your own take on the theories and interpretations presented within the readings, or bring up contrasts between authors read within the course).

While active participation in discussion is required, there will be opportunities to participate beyond raising your hand and talking in front of the entire class. Our class operates under feminist pedagogy; i.e., the idea that our classroom is a community to which we each have something to contribute. Students are expected to foster an inclusive and caring classroom community that respects a diversity of opinions and experiences.

Instructor conferences: You are required to meet with the instructor **at least two times** during the semester outside of the classroom. During these conferences we will discuss your writing (essay topics, strengths, revisions, etc.) and any other topics and issues of interest or concern. The first conference will be scheduled for late September/early October (to discuss how the semester, and writing in general, have been going) and the second will be scheduled for November (where we will focus on your final research paper). You are welcome to schedule additional instructor conferences or drop in to see me during my scheduled office hours. If you have a conflict during my office hours, we can schedule another appointment time.

Formal writing assignments: Students will complete **five formal essays** in a range of genres, comprising approximately 25 pages of polished writing. **Three** of these essays will go through peer review and a revision process, and the research paper will include a topic abstract and an annotated bibliography. These assignments will introduce students to different genres and help students develop general writing skills (including argument, organization, evidence, and clarity) necessary for academic work in a range of disciplines. Detailed instructions about topics and expectations for writing assignments will be disseminated throughout the semester.

Students will participate in peer review sessions and other in-class writing exercises to prepare them for the essays and refine specific writing skills. Please be aware that all members of the class may read the writing you produce for this course. On dates that drafts are due, students will be required to bring **five (5) hard copies** of the essay draft to class, to be used in group peer review exercises. On dates that final versions are due, students should submit an **electronic copy** of the assignment to Blackboard.

Guidelines for submission of written work:

- Double-space all papers
- Use Times New Roman 12-pt font
- Set standard 1-inch margins
- Include page numbers
- Staple your pages if due in hard copy
- At the top of the first page, include your name, assignment number, date, and essay title
- Do not include a separate title page or a separate page for the bibliography (save trees!)
- Proofread and spellcheck before bringing drafts to class

Late Papers: Late papers will lose one-half of a letter grade per 24 hours late and will not be accepted after one week, resulting in a “zero” for that particular assignment. Enforcement of late penalties begins at 12:00 am the day after the assignment is due (draft or final version).

For assignments that require drafts, these drafts will not be graded based on content but you will receive credit for submitting them on time and with satisfactory effort. If a draft is submitted late, then the grade for the final essay will be marked down one-half of a letter grade each day that it is late.

Please note that while collaborative work in the form of peer review and critique of students’ essays by one another is authorized in this course, all assignment submissions must originate with you in form and content, and all the work you submit in this course must have been written for this course and not another. Please consult the full policy on academic integrity below.

List of formal writing assignments:

Assignment 1: Academic autobiography (2 pages)

Assignment 2: Position paper (3-4 pages)

Assignment 3: Obituary of a female scientist (2-3 pages)

Assignment 4: Final course research paper (10-12 pages)

Assignment 5: Course reflection (4-5 pages)

In-class research presentation: During the final weeks of the semester, students will give a 5-7 minute in-class presentation of their final research paper project. Students will present the central points of their project in a clear, direct, and interesting manner catered to a diverse audience. The presentation should consist of a well-organized and succinct summary of your research project and should be done using PowerPoint. This assignment presents an opportunity to improve your public speaking skills and to gain practice disseminating research to your peers.



*Marie Curie (1867-1935) giving a lecture on radioactivity at the Academy of Medicine in Paris, 1925.
Photo courtesy of Getty Images.*

ACADEMIC CONDUCT AND INTEGRITY

It is expected that students attending Cornell University understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Knowingly representing the work of others as one's own, obtaining or providing unauthorized assistance on examinations or assignments, and fabricating data (among other things) constitute violations of Cornell's Code of Academic Integrity. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is referenced, whether a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing another's ideas or concepts and putting them into one's "own" words, also must be acknowledged. Plagiarism is not limited to books or articles, but includes web-based materials, including Wikipedia.

Any act of academic dishonesty, such as cheating or plagiarism, may lead to failure on particular assignments or failure in the course. In extreme cases a student may be reported to the Academic Integrity Hearing Board and face dismissal from the university. Please familiarize yourself with the Essential Guide to Academic Integrity at Cornell: <https://ccengagement.cornell.edu/new-student-programs/academic-initiatives>

STUDENTS WITH DISABILITIES

If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with an accommodation letter from Student Disability Services. Students are expected to give two weeks notice of their need for accommodations. If you need immediate accommodations, please arrange to meet with the instructor before the beginning of the third class meeting.

OTHER UNIVERSITY POLICIES

This instructor adheres to and respects Cornell policies and regulations pertaining to the observance of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; sexual harassment; and racial or ethnic discrimination. I encourage students to bring any questions or concerns regarding these policies to my attention.

ADDITIONAL RESOURCES

The Knight Institute Writing Centers (WC): The Knight Institute offers students a range of free services to benefit writers of all levels, including one-on-one support to refine and develop strategies for effective writing. Writing tutors are responsive readers who can provide guidance at all stages of the writing process. They also have experience working with non-native English speakers. The WC are open Mondays through Thursdays from 3:30 – 5:30pm (Mann Library & Rockefeller Hall 178) and Sundays through Thursdays from 7:00 – 10:00pm (Olin library Room 403; Uris Library Room 108; Tatkon Center Room 3343). Students can schedule appointments or drop in at a convenient time. For more information or to schedule an appointment, visit: <https://cornell.mywconline.net/>

Counseling & Psychological Services (CAPS): CAPS offers individual therapy, group counseling, crisis intervention hotlines, help assisting others, and other resources, along with opportunities to de-stress and ways to cope with academic anxiety. Please refer to the CAPS website for more information: <https://health.cornell.edu/services/counseling-psychiatry>

VI. Blackboard and Email Policies

Students can access course materials online on **Blackboard** (<http://blackboard.cornell.edu/>), including the course syllabus, PDFs of course readings, assignments, and other materials posted throughout the semester. Please check your email and the site frequently for course announcements, updates, and deadlines.

Feel free to contact me via email with general questions about the course. However, due to the high volume of emails that I receive, please include the following details with your email so that I do not inadvertently delete it:

- **Put “ANTHR 1101” in the subject line**
- **Include a salutation as well as a signature that includes your full name**

Please allow about 24 hours for me to answer your email, and keep in mind that I may not have access to my email at night or on weekends. If you have detailed questions, especially in regard to written assignments, please come to my scheduled office hours or make an appointment to see me, as I will not be able to provide lengthy responses over email. Please note that I will not answer questions over email pertaining to assignments less than 24 hours before the due date.

VII. General Course Policies

Students are expected to arrive on time and stay in class during the entire class period. The practice of reading outside material, talking to others, sleeping, texting, viewing media on smartphones/tablets, using headphones in class, etc. is not permitted. These actions are distracting to your instructor and others in class. All cell phone ringers must be turned off during class. Laptops and tablets can be used during class if they are used to take notes.

If you are having personal issues that may affect your academic performance, please talk to me **in advance** so that I can work things out with you in any way I can. Please email me, come to my office hours, or schedule an appointment to meet. I always strive to be accessible, approachable, and understanding. I am happy to help in any way that I can!



Mae Jemison aboard the Spacelab Japan (SLJ) science module on the Earth-orbiting *Endeavour*.
Photo courtesy of NASA images.

VIII. Course Schedule

The course schedule below lists weekly topics, assigned readings, academic holidays, assignment due dates, and other information. Students should complete readings by (or before) the class period listed on the course schedule. Please bring paper or electronic copies of readings to each class. Students can expect to follow this schedule but please note that some items are subject to change. Any changes to the course schedule will be announced in seminar, emailed, and/or posted to Blackboard.

UNIT I: GENDER AND THE SCIENTIFIC ESTABLISHMENT

What does feminism have to do with science? Is science itself inherently gendered? What historical research has been done to prove/disprove ideas about how gender relates to scientific ability? Is science objective or subjective? How do our backgrounds and positions of privilege (or unprivilege) bias our thinking and the research that we do?

WEEK 1 Course Introduction

Thursday August 23: Welcome and overview

Readings: none

****Please read the full syllabus on Blackboard in detail and bring any questions you may have about it to the next class meeting on Tuesday August 28.**

WEEK 2 (Mis)representations

Tuesday August 28: Sex, gender, and feminism: setting the record straight

Readings: Walker and Cook 1998 (Blackboard)
Hjortshoj, *Transition to College Writing*, Chapter 1, pages 1-16.

Thursday August 30: From brains to breasts: representations of women in science

Readings: McIntosh 2014 (Blackboard)
Declan Fahy, "Media Portrayals of Female Scientists Often Shallow, Superficial." *Scientific American*, March 16, 2015. Available online:
<https://blogs.scientificamerican.com/voices/media-portrayals-of-of-female-scientists-often-shallow-superficial/>

Assignment due: Academic autobiography (2 pages), submit to Blackboard by 11:59 pm

WEEK 3 Is Science Gendered?

Tuesday September 4: Where are the women in science?

Readings: Gornick 2009 (Blackboard)
Hjortshøj, *Transition to College Writing*, Chapters 2-3, pages 17-55.

****Last day to add a First-Year Writing Seminar Wednesday 9/6 by 11:59 p.m.**

Thursday September 6: Biological and social arguments for gender disparities

Readings: Lawrence Summers, “Remarks at NBER Conference on Diversifying the Science & Engineering Workforce.” Harvard University, January 14, 2005. Available online:
https://www.harvard.edu/president/speeches/summers_2005/nber.php

WEEK 4 Good Science, Bad Science, or Science as Usual?

Tuesday September 11: Debunking myths about gendered abilities

Reading: Valian 2007 (Blackboard)
Kimura 2007 (Blackboard)
Hjortshøj, *Transition to College Writing*, Chapter 4, pages 56-78.

Thursday September 13: In class peer review session

Readings: none

Assignment due: Draft of position paper (3-4 pages), bring five (5) hard copies for in class peer review session

UNIT II: CHEMISTS, CROSS-DRESSERS, AND CURIOSITY SEEKERS: PIONEERING WOMEN IN SCIENCE

In 1865, Ezra Cornell stated, “I would found an institution where any person can find instruction in any study.” Did this lofty goal apply to 19th century women? Who has conducted the majority of scientific research in the past? Has all science always been a male-dominated profession? Which women have been able to break the mold? Who are some women researchers on campus today?

WEEK 5 Famous (or Not-So-Famous) Women in History

Tuesday September 18: The history of science as a manly vocation

Readings: de Beauvoir 1952 (Blackboard)
Williams 2009 (“Concision,” Chapter 7 in *Style: The Basics of Clarity and Grace*) (Blackboard)

Thursday September 20: Overcoming the odds: late 19th and early 20th century women scientists

Readings: Barnett and Sabattini 2009 (Blackboard)

Rebekah Higgitt. "Women in Science: A Difficult History." *The Guardian*, October 15, 2013.

Available online:

<https://www.theguardian.com/science/the-h-word/2013/oct/15/women-science-history-ada-lovelace-day>

Hjortshøj, *The Transition to College Writing*, Chapters 5-6, pages 79-137.

Assignment due: Position paper (3-4 pages), submit final version to Blackboard by 11:59 pm

WEEK 6 Down in the Dirt but Rising Up in the Ranks

Tuesday September 25: Grit-tempered women: issues facing women in archaeology

Readings: Gero 1985 (Blackboard)

Thursday September 27: Mid to late 20th century and 21st century women scientists

Readings: Christina Agapakis, "Conversations with Evelyn Fox Keller." *Method Quarterly*, November 2011. Available online:

<http://www.methodquarterly.com/2014/11/conversations-with-evelyn-fox-keller/>

Hjortshøj, *Transition to College Writing*, Chapter 7, pages 138-163.

WEEK 7 In Our Own Backyard: Pioneering Cornell Women

Tuesday October 2: Any woman, any study: spotlight on Cornell women

Readings: Keller 2002 (Blackboard)

Draft of obituary of a female scientist (2-3 pages), bring five (5) hard copies to distribute to your class peers

Thursday October 4: In class peer review session

Readings: Peer obituary assignments

Assignment due: Bring peer review comments and be prepared to discuss them for in class peer review session

WEEK 8 Take a Break! And Introduction to Research Papers

Tuesday October 9: NO CLASS FOR INDIGENOUS PEOPLES' DAY/ FALL BREAK

Readings: none

Thursday October 11: Understanding the Research Paper

Readings: Hjortshoj, *Transition to College Writing*, Chapter 8, pages 164-192.

Assignment due: Obituary of a female scientist (2-3 pages), submit final version to Blackboard by 11:59 pm

UNIT III: KEY ISSUES FACING WOMEN IN SCIENCE TODAY

What gender biases have women scientists had to overcome? What issues are they still facing today? Can one get married and have kids and still be a scientist? Does science literature exist in a vacuum? What roles can mentors play for aspiring scientists? How has sexual harassment affected women in science disciplines? What additional challenges do underrepresented minorities face?

WEEK 9 Historical and Contemporary Barriers Faced by Women in Science

Tuesday October 16: Is gender bias still an issue?

Readings: Damore 2017 (Blackboard)

Edward Silverman, "NSF Employment Study Confirms Issues Facing Women, Minorities." *The Scientist*, April 14, 1997. Available online:

<http://www.the-scientist.com/?articles.view/articleNo/18390/title/NSF-Employment-Study-Confirms-Issues-Facing-Women--Minorities/>

****** Last day to drop a course without receiving a "W"

Thursday October 18: Tenure clock or biological clock? Work/life balance in the sciences

Readings: Bennetts 2007 (Blackboard)

Hjortshoj, *Transition to College Writing*, Conclusion, pages 193-200.

Assignment due: Proposal for final research paper project (100-200 word abstract), due to Blackboard by 11:59 pm

WEEK 10 Controlling the Narrative: Gendered Publishing Trends in the Sciences

Tuesday October 23: Sociopolitics in archaeology and other scientific disciplines

Readings: Bardolph 2014 (Blackboard)
West et al. 2013 (Blackboard)

Thursday October 25: Library Research Instruction Session (meet at Olin Library)

Readings: none

****Abstract feedback provided to students by instructor via Blackboard**

WEEK 11 Gender Equity, Mentorship, and Sexual Harassment

Tuesday October 30: The role of mentoring in science education

Readings: Ryan 2014 (Blackboard)

Thursday November 1: Sexual harassment in the sciences

Readings: Clancy et al. 2014 (Blackboard)

WEEK 12 Intersectionality in Equity Issues

Tuesday November 6: Underrepresented minorities in science

Readings: Landefeld 2009 (Blackboard)

Thursday November 8: Structuring a Research Paper

Readings: Sample Research Papers (Blackboard)

Assignment due: Annotated bibliography (minimum 5 sources), due to Blackboard by 11:59 pm

UNIT IV: MAKING CHANGES

Has feminism changed science? Do we do better science with a greater diversity of people involved in our practice? Do we even still need feminism? What areas of inequality in our own lives and education can we identify? Is there room for improvement in science curricula? When should we start making changes in education? What other ideas can we envision for positive strategies for change?

WEEK 13 Taking Stock of Science in the 21st Century

Tuesday November 13: Has feminism changed science?

Readings: Schiebinger 2000 (Blackboard)

Thursday November 15—NO CLASS INSTRUCTOR AT CONFERENCE

WEEK 14 Moving Forward: Concluding Thoughts on Gender and Science

Tuesday November 20: Where do we go from here?

Readings: Busch-Vishniac and Jarosz 2007 (Blackboard)

DIY reading (bring an article to class that represents an issue not covered in the course or an issue you would like to learn more about)

Thursday November 22—NO CLASS THANKSGIVING BREAK

WEEK 15 Doing it for ourselves! Part I

Tuesday November 27: Partner peer review session

Readings: none

Assignment due: Draft of final research paper (10-12 pages), bring two (2) hard copies for in class peer review session

Thursday November 29: In class presentations

Readings: none

WEEK 16 Doing it for ourselves! Part II

Tuesday December 4:

Readings: none

Assignment due: Final research paper (10-12 pages) due to Blackboard Tuesday 12/4 by 11:59 pm

FINALS WEEK: Lessons learned (NO CLASS MEETING)

Assignment due: Course reflection (4-5 pages) due to Blackboard Thursday 12/13 by 11:59 pm

SYLLABUS BIBLIOGRAPHY

Bardolph, Dana N.

2014 A Critical Evaluation of Recent Gendered Publishing Trends in American Archaeology. *American Antiquity* 79(3):522–540.

Barnett, Rosalind, and Laura Sabattini

2009 A Short History of Women in Science: From Stone Walls to Invisible Walls. In *The Science on Women and Science*, edited by the American Enterprise Institute, pp. 1–20. Washington, D.C.

Bennetts, Leslie

2007 *The Feminine Mistake: Are We Giving up Too Much?* Voice/Hyperion, New York.

Busch-Vishniac, Ilene, and Jeffrey P. Jarosz

2007 Achieving Greater Diversity through Curricular Change. In *Women and Minorities in Science, Technology, Engineering, and Mathematics*, edited by Ronald J. Burke and Mary C. Mattis, pp. 245–275. Edward Elgar, Northampton, Massachusetts.

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2014 Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. *PLoS ONE* 9(7):e1022172. Doi:10.1371/journal.pone.0102172.

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de Beauvoir, Simone

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1985 Socio-Politics and the Woman-at-Home Ideology. *American Antiquity* 50(2):342–350.

Gornick, Vivian

2009 Women in Science: Demystifying the Profession. In *Women in Science: Then and Now*, by Vivian Gornick, pp. 58–105. The Feminist Press at the City University of New York, New York.

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Keller, Evelyn Fox

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Kimura, Doreen

2007 “Underrepresentation” or Misrepresentation? In *Why Aren’t More Women in Science? Top Researchers Debate the Evidence*, edited by Stephen J. Ceci and Wendy M. Williams, pp. 39–46. American Psychological Association, Washington, D.C.

Landefeld, Thomas

2009 Mentoring in Academia and Industry. In *Mentoring and Diversity: Tips for Students and Professionals for Developing and Maintaining a Diverse Scientific Community* (Vol. 4). Springer, New York.

McIntosh, Heather

2014 Representations of Female Scientists in The Big Bang Theory. *Journal of Popular Film and Television* 42(4):195–204.

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Schiebinger, Londa

2000 Has Feminism Changed Science? *Signs* 25(4):1171–1175.

Valian, Virginia

2007 Women at the Top in Science—And Elsewhere. In *Why Aren’t More Women in Science? Top Researchers Debate the Evidence*, edited by Stephen J. Ceci and Wendy M. Williams, pp. 27–38. American Psychological Association, Washington, D.C.

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1998 Brief Communication: Gender and sex: Vive la Difference. *American Journal of Physical Anthropology* 106(2):255–259.

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