

For centuries, the female climax has puzzled scientists and philosophers alike.

Scholars wondered how the orgasm formed in women when it isn't needed for reproduction, nor is it experienced at high frequencies among women.

Research by Elisabeth Lloyd, endowed professor of history and philosophy of science, might explain the evolutionary role of the female orgasm as well as its implications for sexual health.

Lloyd's work shows that the orgasm was a byproduct of evolution and provides a non-judgemental approach for women to achieve orgasm.

"It appears as the reason that females don't have orgasm with intercourse at a very high level has to do with the anatomy of the genitals," Lloyd said. "If the clitoris is far away from the vaginal opening, then the woman does not tend to have orgasm with intercourse."

Lloyd holds the Arnold and Maxine Tanis Chair of History and Philosophy of Science. She has dedicated decades of research on the female orgasm, from the anatomy of the clitoris to theoretical explanations of its evolutionary purpose.

"The measurements are pretty clear, and they're pretty predictive," Lloyd said.

Lloyd has examined, among other issues, statistical techniques of measuring genitalia and methods on how to determine whether a woman achieved orgasm.

"This is a very important discovery because what it shows is that it's not the man's fault, it's not the woman's fault, it's nobody's fault that the woman isn't having orgasm with intercourse," Lloyd said.

With her commentaries for various women's magazines including Women's Health and Glamour, Lloyd has argued a non-judgemental approach for achieving orgasm in couples.

"She's not too religious, she's not uptight and immature," Lloyd

said. "There's nothing wrong with her."

As for the evolutionary role orgasms play, Lloyd believes the female orgasm arose out of the way men and women form in embryo development.

The genitals of an eight-week-old male embryo form due to the evolutionary necessity of the male orgasm.

The legend,  
the myth, the  
mystery — one  
IU professor,  
Elisabeth  
Lloyd, has spent  
her career  
researching and  
writing about  
the elusive Big  
O: the female  
orgasm.

By Hussain Ather  
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For females, the anatomy of a female orgasm remain a byproduct of this necessity.

In her 2005 book, "The Case of the Female Orgasm," Lloyd argued this byproduct explanation and also brought light to the harm of sexist scientific approaches on the female orgasm.

As an affiliate faculty member of the Kinsey Institute, Lloyd

also published a paper with Justin Garcia, associate director for research and education of the Kinsey Institute, on the rate of orgasm with sex of lesbian, bisexual and heterosexual women.

They studied each of 19 different sexual acts, included deep kissing, genital fondling, oral sex and penetration, that go on in sex between heterosexual, gay

and bisexual women.

Lloyd continues her research in more surveys.

"This is the first paper that does a systematic study of the lesbian orgasm rate, and so this is a groundbreaking study that we did," Lloyd said.

Lloyd began as an undergraduate in biology at the University of Colorado before discovering her love for questions of how people think about science and understand scientific theories.

She switched her major to science and political theory and went on to perform graduate work in the philosophy of science at Princeton University and evolutionary biology at Harvard University.

Since she was a graduate student, Lloyd found many of the theories of the female orgasm in need of more evidence.

Only one theory had serious evidence supporting it, and that theory was rejected by most scientists in the field, Lloyd said.

"I thought everything was working ass-backward," Lloyd said.

As her work was picked up by scientists and philosophers, Lloyd published a series of papers on female orgasms.

"My work resuscitated a theory that had fallen by the wayside," Lloyd said.

Lloyd's work also found statistical flaws in another prominent study about the female orgasm.

Ryan Ketcham, a Ph.D. candidate in the history and philosophy of science, has taken courses under Lloyd, and he has found them extremely useful and enlightening.

"I've learned most by acting as her research assistant and working with her as she ends up researching and writing articles," Ketcham said.

Lloyd is involved in a lot of different conversations and debates, Ketcham said.

"I would suggest that there is a common theme in all of it — it's consistently involving scientific theories and their relationship to evidence," Ketcham said.



MARLIE BRUNS | IDS

## ELEMENTARY ART CLASSES

Saturday Art School, put on by the School of Education, invites children in kindergarten to sixth grade to participate in a weekly art session run by IU students. Different classes are offered for different age groups. The class for children in grades four through six integrated the Spanish language to give participants a partial vocabulary in Spanish while creating art.

# Oral histories tell story of IU

By Bailey Cline

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Gloria Randle Scott, class of 1959, said she still remembered her experience with a prejudiced teacher at IU.

She enrolled in a graduate course for botany, and, during her first day in class, the professor asked if she was in the right place. He spoke as though her place were in the School of Education.

"I knew he was talking about that because I was black, and a lot of the black students who were here were in education," Scott said. "In fact there were very few black students in the sciences at all at this University at that time."

She told him she was exactly where she should be.

Scott was the first African-American woman to earn a degree in zoology at IU. Her story is one of hundreds of alumni stories captured by the Bicentennial Oral History project.

"The goal is to document IU history through the eyes of alumni, faculty and staff," co-director Kristin Leaman said.

IU President Michael McRobbie brought together a group of historians, archivists and librarians at IU in 2007 to discuss plans to document history for the bicentennial.

Since the project's beginning in 2008, more than 400 oral histories have been recorded.

"This project is helping us fill important gaps in the history of the University and tells a story from the ground-up," Leaman said.

Stories are collected through interviews between the alumni and one of the Oral History Project team members. These conversations can be in-person or over the phone. The team also participates in events with a large number of alumni, staff, faculty or retirees as a way to find more stories.

Harry Sax, class of 1961, talked about his involvement in the Little 500 in his oral history. While his team wasn't one of the top finishers, he rode in the race every year for four years. Sax recalled his time in the event as one of his biggest remembrances from his time at IU.

"The experiences from the time I was in the Little 500 — those four years were actually used as the material for the movie 'Breaking Away,'" Sax said.

Stories range from simple recollections to large-scale national events and protests. Some of these events include student or staff experiences with civil rights, the Kent State shootings and Sept. 11 Leaman said.

In her interview, Scott discussed challenges, such as getting lower grades than she deserved and being excluded from class seminars, she faced with her professor.

"I left the class. I didn't say anything to him," Scott said. "I figured it was because I was black and he didn't want anything to do with me in the first place."

Scott also talked about two professors who worked hard to end discriminatory measures toward African-Americans.

These histories, Leaman said, often cover both negative and positive experiences in IU history.

"Often the negative experiences, just as the posi-

tive, illustrate how individuals helped to create stronger and better paths for those who would come after them," Leaman said.

The team is working on uploading the audio files to the internet through software called the Oral History Metadata Synchronizer. This would allow the public to search the oral histories by campus, date and subject, among other criteria, Leaman said. It will allow the team to index and upload the audio files with more ease.

This is also a legacy project, which means it will continue after the bicentennial. Anyone interested in volunteering should visit the IU bicentennial website, Leaman said.

In this year's State of the University address, McRobbie advised the world to get involved with this project in the name of the history of the University.

"I ask you and your colleagues and alumni around the world to volunteer as an interviewee or an interviewer to gather this crucial evidence of our collective past and present," McRobbie said.

# Lecture series discusses security throughout world

By Kate McNeal

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The United States' position in the Indian Ocean today is a long-term result of decisions made in the 1960s and 70s, said John Brobst, a professor and Director of Graduate Studies in the Department of History at Ohio University, on Friday evening.

His lecture, called "The SUN Never Sets on the USN: Sea Power, Global Thinking and the Indian Ocean, 1959-1979," was the first of four parts of the IU Center on American and Global Security Fall 2016 Security Speakers Series.

"We still live in an interconnected world that depends on these patterns of trade and strategic or military deployments around the world," Brobst said.

This lecture stemmed from Brobst's current research, Director of the CAGS Summit Ganguly said. He works on sea power, globalism and the Anglo-American alliance in the Indian Ocean during the Cold War.

"We tend to think about the position of the United States as more recent in terms of the war on terror and the recent wars in Afghanistan and Iraq," Brobst said. "There's a pre-history to all of that."

Brobst specializes in the history of Britain as a world

power, the British empire and international relations, Ganguly said. His scholarship has focused primarily on great power politics in Asia and the Middle East, on Navy and maritime strategy, and on the history of oil and energy security.

The lecture also discussed the changing maritime order in the '60s and '70s, the globalizing effect of sea power and the position of the Indian Ocean and naval strategy during this era. Brobst called it an Anglo-American story.

"I hope people gained some sense of why the Indian Ocean mattered to Britain and the United States during the Cold War, and I guess more broadly this idea of interconnection economically, and by extension strategically and militarily, of the Pacific, Atlantic and the Indian Ocean," Brobst said.

"The goal is to talk about international history and contemporary issues about security, and to deal with both historical and contemporary issues of international security which are relevant and which should apply to a wide audience," Ganguly said.

Part of the goal of the lecture series is encouraging students to take more classes about these topics.

"I hope it intrigues them to think more about issues of international security," Ganguly said.



INDIANA DAILY STUDENT

Vol. 149, No. 101 © 2016

**www.idsnews.com**

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The Indiana Daily Student and idsnews.com publish weekdays during fall and spring semesters, except exam periods and University breaks. From May-July, it publishes Monday and Thursday.

Part of IU Student Media, the IDS is a self-supporting auxiliary University enterprise. Founded on Feb. 22, 1867, the IDS is chartered by the IU Board of Trustees, with the editor-in-chief as final content authority. The IDS welcomes reader feedback, letters to the editor and online comments. Advertising policies are available on the current rate card.

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