

Professor Melissa Stein
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Office: Breckinridge Hall 206
Office Hours: Tues, 12:00-3:00 p.m., and by appt

GWS 595-001: Issues in GWS*
Class meets Wednesdays, 4:00-6:30 p.m.
Breckinridge Hall-Rm.107-BREC

SEX, SCIENCE, AND SOCIETY *Spring 2014*

Sex difference and human sexuality have long been subjects of scientific and medical inquiry. Scientists representing a range of specialties have investigated the relationship between biological sex traits and gender expression, debated the causes of sexual variance, influenced social policy regarding sexual practices and reproduction, and forged complex, and sometimes contentious, relationships with their patients and human subjects. Sexology, or “the science of sex,” in particular has had a profound influence on cultural practices, sexual norms, and understandings of sex and gender from the late nineteenth century to today. In addition, this course will explore several other themes throughout the semester, including: the sexed body and scientific interpretations of anatomy; the creation of scientific authority over sexuality and sexual variance; scientific "nature versus nurture" debates; reproductive health and reproductive control; constructions of norms and deviance in sexology; sexual identity and identity politics; and changing understandings and treatment of intersex and transgender individuals.

Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Develop an understanding of the ways in which ideas about sex, gender and sexuality have changed over time; how scientific knowledge is produced and contested; and the ways in which scientists have attempted to understand, quantify, and classify the range of human sexualities.
- Build skills in developing and defending a scholarly argument, in both oral and written communication
- Learn the conventions of scholarly writing employing primary and secondary evidence

Assigned Texts:

- Katrina Karkazis, *Fixing Sex: Intersex, Medical Authority, and Lived Experience* (Duke University Press, 2008)
- Henry Minton, *Departing from Deviance: A History of Homosexual Rights and Emancipatory Science in America* (University of Chicago Press, 2001)
- Janice Irvine, *Disorders of Desire: Sexuality and Gender in Modern American Sexology* Revised and Expanded Edition (Temple University Press, 2005)
- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Harvard University Press, 2002)
- Johanna Schoen, *Choice and Coercion: Birth Control, Sterilization, and Abortion in Public Health and Welfare* (University of North Carolina Press, 2005)
- Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality* (Basic Books, 2000)

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Blackboard and designated by “BB” on the course schedule below.

*** This course counts toward the GWS minor, major, graduate certificate, and other degrees as appropriate.**

Readings:

The readings required in this course **average 200 pages a week** (generally one book, or the equivalent of one book a week), with less reading assigned on the days when there is a paper draft due. Students are expected to do all the reading, and to be prepared to discuss the readings in class (please bring your readings to class).

Attendance Policy:

In order for a discussion-intensive course to work, everyone's presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than one unexcused absence will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as a double absence. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

Classroom Behavior, Decorum and Civility:

In course of this nature, students will not always agree on the issues discussed in class. Such debate is encouraged; discussion is more engaging when a range of perspectives are represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to "silent" prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

Plagiarism and Academic Dishonesty:

Academic dishonesty of any kind will not be tolerated. Please note that plagiarism is a violation of University Policy and subject to disciplinary proceedings. All cases of plagiarism, regardless of degree, will be reported to the University and will, at the minimum, result in an "E" final grade for the course. According to university codes, "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." You are encouraged to read more at <http://www.cs.uky.edu/~paulp/Plagiarism.htm>. Ignorance of plagiarism and cheating does not make you immune to disciplinary action; students are responsible for knowing what constitutes plagiarism and how to avoid it, or asking the professor for further guidance if needed.

Disability Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Grading system:

In a 500 level course, grading standards are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards for *undergraduates*:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements or exhibits academic dishonesty

Letter grades are awarded according to the following standards for *graduate students*:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C substandard work for the graduate level
- E performance that fails to meet course requirements or exhibits academic dishonesty

Assignments/Grading (All assignments must be completed to pass the course):

Class Participation:	20%
Facilitating Class Discussion:	15%
Response Papers:	20%
Final Paper	45%

Class Participation: In order for a discussion-oriented course to work, everyone's presence and active participation is essential. Part of the function of a seminar is to build skills in scholarly debate; consequently, students will be expected to engage with each other's ideas in classroom discussion as well as with the arguments made in the readings. (See also the statement above on "Classroom Behavior, Decorum, and Civility.")

Facilitating Class Discussion: At the beginning of the course, each student will sign up for a class session for which they will facilitate discussion. Facilitators should prepare approximately 6-8 open-ended questions in advance and bring at least one hard copy on their designated day, to be turned in to the professor at the end of class.

Response Papers: Students will turn in response papers (1-2 pages for undergraduates; 2 pages for graduate students) at the beginning of class every Wednesday, EXCEPT the week when they are responsible for facilitating class discussion. These papers should summarize and synthesize the assigned readings for the week and discuss an aspect you found particularly interesting or problematic [Note: graduate students should also consider what questions the readings raise for gender studies scholarship and/or potential new directions toward which they point the field]. Please note that the response papers are designed to ensure you are keeping up with and understanding the readings, and they are a relatively simple way to pull up your grade if needed.

Paper Assignment: *Paper Assignment:* In addition to the response papers, students will complete one longer paper on a topic related to the course. Students will be working on this assignment throughout the semester, and receive feedback from the professor and a writing partner as their projects progress. Whenever significant written work related to the larger paper assignment is due, there will be no other readings assigned to allow you ample time to devote to writing.

Undergraduate Students: Building on course themes and readings, this paper, of **8-10** pages in length, will require a minimal amount of outside research. Though you will have the freedom to choose a topic related to the course that particularly interests you on which to write your paper, I will provide a more detailed assignment sheet early in the semester to help guide you. Please note that plagiarism is a violation of University Policy and subject to disciplinary proceedings. All cases of plagiarism will be reported. Papers submitted late, without consulting the professor in the case of potentially excused lateness, will be marked down one letter grade; no assignment will be accepted more than one week past the due date without prior permission from the professor.

Graduate Students: Over the course of the semester, you will construct an exploratory paper of **18-20** pages that considers how one or more of the overarching threads, scholarly debates or theoretical frameworks covered in the course might inform your own work and research in your specific disciplinary or interdisciplinary field. This assignment is designed to facilitate your individual research agenda, at your particular stage in graduate school; you may want to use it to develop your dissertation proposal, a literature review section in the introduction of your dissertation or thesis, a portion of a chapter, etc. Regardless of the topic you chose, your paper should identify a reading or subset of readings from the course, as well as several related outside readings (4-7 total, depending on length), and discuss how they resonate with or challenge your work and what questions they raise for further research. You should meet individually with me as you develop your topic, to discuss its scope and possible directions.

In total, work related to the paper assignment is worth **45% of your final grade**; portions of the assignment grading break down as follows:

- Paper Topic Statement & Preliminary Bibliography (5%): Students will write 1-3 paragraphs identifying a research topic related to the course and how they plan to approach it, followed by a preliminary bibliography, due at the start of class on **February 5th**.
- Paper Draft (10%): Students will pre-circulate drafts of their papers (minimum of 5 pages for undergraduates and 12 pages for graduate students) to me and their writing partner by email attachment before the start of class on **March 5th**. While you will note the minimum page number for your paper drafts, you should consider that the longer and/or further along your paper is, the more substantive feedback you will be able to receive from your peers and the professor.
- Peer Review (10%): Each student will read and comment on the draft of his/her writing partner, to whom you will submit written feedback (one page of summary notes and marginalia where appropriate) by **April 9th**. Please provide a hard copy of your summary notes to the professor in class that day as well.
- Final Draft (20%): The final draft of your paper is due to the professor by 5:00 p.m. on **May 7th** (please send by email attachment in .doc or .pdf format in addition to turning in a hard copy at my office in Breckinridge Hall). Your final draft should be polished and demonstrate significant revision over the course of the semester; it should also show that you have considered and addressed the feedback you received from your writing partner and the professor.

WEEK ONE

Wednesday, January 15—Introduction

Readings: None

WEEK TWO

Wednesday, January 22—Making Sex, Marking Gender

Readings: Thomas Laqueur, “Of Language and the Flesh,” in *Making Sex: The Body and Gender from Greeks to Freud* (1992) **BB**; Susan Lawrence and Kae Bendixen, “His and Hers: Male and Female Anatomy in Anatomy Texts for U.S. Medical Students, 1890-1989” in *Social Science & Medicine* 35:7 (1992) **BB**

WEEK THREE

Wednesday, January 29—The History of the Clitoris: Science, Medicine, & Women’s “Nature”

Readings: Adele Clark and Lisa Moore, “Clitoral conventions and transgressions: graphic representations in anatomy texts, c1900-1991,” *Feminist Studies* (1995) **BB**; Elizabeth Sheehan, “Victorian Clitoridectomy: Isaac Baker Brown and His Harmless Operative Procedure,” in *The Gender/ Sexuality Reader* (1997) **BB**; Margaret Gibson, “Clitoral Corruptions: Body Metaphors and American Doctors’ Constructions of Female Homosexuality, 1870-1900,” in *Science and Homosexualities* (1997) **BB**

WEEK FOUR

Wednesday, February 5—Race, Culture, and the Birth of Sexology

Readings: Siobhan Somerville, “Scientific Racism and the Invention of the Homosexual Body” *Journal of the History of Sexuality* 5:2 (1994) **BB**; Lisa Duggan, “The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America” *Signs* 18 (1993) **BB**; Michel Foucault, “Part Three: Scientia Sexualis” in *The History of Sexuality, Volume I* (1978) **BB**

**Paper Topics and Preliminary Bibliographies due

WEEK FIVE

Wednesday, February 12—Sexology: The Science of Sex

Readings: Janice Irvine, *Disorders of Desire: Sexuality and Gender in Modern American Sexology* (2005)

WEEK SIX

Wednesday, February 19—Friend or Foe? Homosexuality and Science, Part I

Readings: Henry Minton, *Departing from Deviance: A History of Homosexual Rights and Emancipatory Science in America*, pages 1-158

WEEK SEVEN

Wednesday, February 26— Friend or Foe? Homosexuality and Science, Part II

Readings: Henry Minton, *Departing from Deviance: A History of Homosexual Rights and Emancipatory Science in America*, 159-275; Garland Allen, “The Double-Edged Sword of Genetic Determinism: Social and Political Agendas of Genetic Studies of Homosexuality, 1940-1994” in *Science and Homosexualities* **BB**

WEEK EIGHT

Wednesday, March 5—Eugenics in America

Readings: None. Work on paper drafts; class discussion will focus on the drafts and the film.

*In-class film: *The Lynchburg Story: Eugenic Sterilization in America* (55 mins)

**Paper Draft due

WEEK NINE

Wednesday, March 12—Reproductive Health and Reproductive Control

Readings: Johanna Schoen, *Choice and Coercion: Birth Control, Sterilization, and Abortion in Public Health and Welfare* (2005)

WEEK TEN

Wednesday, March 19—Spring Break: NO CLASS

Readings: None.

WEEK ELEVEN

Wednesday, March 26—Reproductive Justice, Health Policy, & Contemporary Medical Ethics

Readings: Dorothy Roberts, “Punishing Drug Addicts Who Have Babies: Women of Color, Equality, and The Right of Privacy,” in *Harvard Law Review* (1991) **BB**; Lynn M. Paltrow and Jeanne Flavin, “Arrests of and Forced Interventions on Pregnant Women in the United States, 1973–2005: Implications for Women’s Legal Status and Public Health,” in *Journal of Health Politics, Policy, and Law* 38:2 (April 2013) **BB**; Erik Eckholm, “Case Explores Rights of Fetus Versus Mother,” *New York Times* (October 23, 2013) **BB**; “Coalition of Scientists & Advocates Call on FDA to Protect Women & Fetal Health,” National Advocates for Pregnant Women Press Release (November 13, 2013), http://advocatesforpregnantwomen.org/blog/2013/11/coalition_of_scientists_advoca.php

WEEK TWELVE

Wednesday, April 2—Changing Sex, Transforming Gender, Part I

Readings: Begin Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States*

*In-class film: *She’s a Boy I Knew* (70 mins)

WEEK THIRTEEN

Wednesday, April 9—Changing Sex, Transforming Gender, Part II

Readings: Finish Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States*

**Peer-review comments due

WEEK FOURTEEN

Wednesday, April 16—Intersex In Historical Perspective

Readings: Alice Domurat Dreger, "Doubtful Sex: The Fate of the Hermaphrodite in Victorian Medicine," *Victorian Studies* 38: 3 (Spring 1995), pp. 335-369 **BB**; Katrina Karkazis, *Fixing Sex: Intersex, Medical Authority, and Lived Experience*, pages 1-88

WEEK FIFTEEN

Wednesday, April 23—Intersex in Contemporary Medical Ethics

Readings: Katrina Karkazis, *Fixing Sex: Intersex, Medical Authority, and Lived Experience*, pages 89-290

WEEK SIXTEEN

Wednesday, April 30—Science, Sex, and Sexuality in Contemporary Culture

Readings: Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality* (2000)

****FINAL DRAFT OF PAPER DUE BY 5:00 P.M., MAY 7th****