

**Owner's Manual for
Science, Medicine, and Sex
LBS-490E, Spring '99
Instructor: Alice Dreger, Ph.D.**

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Why is this called an "owner's manual"?

Note that this is not called a "syllabus." This is an "owner's manual" in the same sense of your car's owner's manual. If you carefully read and use this manual, you will understand how this course works, and you will be able to fix this course yourself. You will keep the course running smoothly, and do the regular maintenance required to avoid breakdowns.

Why is this "owner's manual" so long?

I've discovered that the more information I give students, the more comfortable and in control they feel, and the better they learn. This packet contains lots of information. Besides telling you about the mechanics of the course, this packet tells you a lot about my teaching style. I used to provide my students with a separate "statement of teaching philosophy." It now occurs to me it is weird to separate that teaching philosophy from my teaching materials. So now my philosophy is embedded throughout this packet. My teaching style, methods, and philosophy change over time, thanks to students who tell me what works and what doesn't work. I'm counting on you to give me lots of feedback about what is working for you and what is not, and most importantly *why*. It is very important to me to do a good job for you.

What is this course about?

Welcome! In this discussion and activity-based course, we will look at the ways in which -- in matters of gender, sex, and sexuality -- science, medicine, and technology have mediated the way we think about our own and others' bodies and identities. This semester we will focus particularly on the concept of "deviance" in an effort to understand how and why certain people are labeled "deviant" and others are not. We will also see how categories of "deviance" change. For example, we will study the history of the American Psychological Association's decision to remove homosexuality from the category of "mental disorder", and we will examine the ongoing struggle over whether intersexuality (formerly called "hermaphroditism") should be considered a pathological state or merely an anatomical variation.

Our goal is not only to study how scientists, medical professionals, and STS scholars (like myself) think and work, but also to study the "lay" (non-academic and non-professional) point of view. Therefore, besides reading "scholarly" texts, we will read writings by people affected by various biomedical treatments of sex, including writings by transsexuals, intersexuals, birthing women, lesbians, gay men, and so on. I expect that by the end of this

course you will have developed a more sophisticated and more complicated understanding of science, medicine, technology, homophobia, sexism, heterosexism, anatomy, sexuality, feminism, gender identity, birth, and truth.

This is a course centered on the principles of active learning. I don't lecture, and I expect all students to come to class ready to engage intensely in intellectual struggle. If you are looking for a course where you can sit back and be entertained, this is not the course for you. Regardless of who you are, this course will at times make you uncomfortable, anxious, and frustrated, and such difficulties are only worth it if you want more than passive entertainment. Besides, I teach in part because I like to learn, and if you sit there passively, I don't get a chance to learn from you. I need good teachers just as much as you do, and my students are my best teachers.

If you love to learn and help others learn, and if you are looking for a course that challenges some of your core assumptions, a course that makes you wonder how your identity could have turned out different and how your identity might change in the future, a course that makes you realize how incredibly fragile and difficult "truth" really is, then this is the course for you. You decide whether to buy the bus tour ticket, but if you do, remember that you're on the ride for the duration. The bus doesn't return home for 15 weeks. It's a long, strange, and very unpredictable trip.

The "bus tour"?

What "bus tour" am I talking about? I believe that a university course is in its essence not a number, and not a topic, but a group of people who share a common goal of learning about some particular thing. In this sense, a course is like a bus tour, a tour to a place which is unfamiliar to most of us. As the teacher, I am the bus driver and chief tour guide. Each member of the course starts off at home and comes to the bus station which is the classroom. We agree to "take the tour" together, to get on the bus and travel together for the length of the course even though many of us may never have met before. Together we visit a number of different "places," places like transgenderism, same-sex marriage, home births, the history of birth control, and so on. At each "place" we visit, we stop, get off the bus, and look around. We ask some questions of the locals. We see the sights. We take a few pictures, write down some notes or journal entries, send some postcards home to tell our friends and relatives about what we've seen. We share our thoughts with each other, and start to understand how much more there is to visit, and how little we can really learn from just a short stop.

Each of us comes from a different place originally, so each of us will notice different things, ask different kinds of questions, have different interests and concerns, maybe even talk differently. That is to be expected. We will not stay at any of these places for very long, for lack of time, but each person can go back later and visit places again if s/he want to do that, and I will help you do that if you want some help.

When the tour is done, we get off the bus, and then each of us has the option of going home again, or going off to do some more "travelling." But we must remember that if we go home, home will not look the same again. It never does after you travel. On the other hand, we will probably understand our homes and our histories in ways we never did before, because other people's lives, ideas, and words often change ours.

What books should I buy for this course?

The Woman in the Body: A Cultural Analysis of Reproduction, by Emily Martin (Beacon Press, 1992, with a new introduction).

Homosexuality and American Psychiatry: The Politics of Diagnosis, by Ronald Bayer (Princeton University Press, 1987, with a new afterword on AIDS and homosexuality).

Lessons from the Intersexed, by Suzanne J. Kessler (Rutgers University Press, 1998).

Gender Outlaw: On Men, Women, and the Rest of Us, by Kate Bornstein (Vintage Books, 1995).

What will my final grade depend on?

10% Short quizzes on readings, given almost every day there are readings

5% Quiz on plagiarism, documentation, and citation

15% Citizenship grade

15% First essay, 3-5 pages

15% Second essay, 3-5 pages

20% "Tell Us More" Report (oral and written), can be done with a group

20% Article review/response (4-6 pages)

I subtract 0.125 points from your final grade from every class meeting you miss beyond one; see attendance policy below. For final grades, I will round up if your final grade is $<.25$ from the next highest grade, otherwise I will round down. In other words, a 3.75 will be rounded to a 4.0, and a 3.6 will be rounded to a 3.5. See Attachment G for a grade calculation sheet you can use at anytime during the semester.

A word on course work:

My central teaching goal is to maximize learning among participants in a course. Because people learn differently, I make available many forms of learning; I vary materials and activities. My goal is not to maximize suffering. It is fine for work to be challenging and even quite difficult, but I give each assignment specifically with an educational purpose in mind; assignments will not be given merely for the sake of intimidating or sorting students or for testing their endurance. I will not waste students' time, energy, or talents; their is as precious as mine.

If at some point in this course you feel that you would learn better by doing something other than what I have assigned, or something in addition to what I have assigned, please make an appointment to talk with me about adapting the course to your interests, learning style, and needs.

A note on grades:

Professors can use grades in two basic ways: they can use grades to "sort" students into "A" students, "B" students, and so on; or they can use grades as learning incentives and rewards. Unfortunately the sorting system generally sorts students according to "talents" students either have or don't have before they ever reach a particular classroom, e.g., the talent of being able to memorize and recall lots of things, or the latent of being able to speak eloquently before a room of strangers. I would rather use grades to encourage students to develop their skills, to expand

their minds and interests. In my classes, the more decent work students do, the more they hone their skills of analysis and synthesis, the more their grades go up. Students who want to do more work in order to learn more will earn a higher grade; all students are invited to learn as much as they want. I can't imagine saying to a student "No, you can't learn more," or "No, the fact that you chose to learn more should not be reflected in your grade." I never grade on a curve; I never limit the number of students who can earn high or low grades. You decide what grade you want, and you show me why you should get that grade.

Quizzes on readings: This is a discussion-based course, and the discussions will be based on readings as indicated on the syllabus or announced in class. I will frequently give short quizzes on the reading at the beginning of the class meeting. These quizzes accomplish two things: (1) reward you for keeping up-to-date on the readings; (2) reward you for spending enough time on the readings to really understand them. If you do the readings, you should have little problem with the quizzes. These quizzes will be worth 10% of your final grade. If you have trouble with short, fast quizzes, let me know and I will give you a homework alternative to the quizzes. If you miss a quiz, you will receive a "0" on the quiz unless you turn in, at the start of the next class period, a one-page summary of the main points in the reading and a one-page essay recording your reactions to the reading, indicating how this reading relates to other course readings, and noting what new issues this reading raises.

On plagiarism, documentation, and citation: For all assignments, minor and major plagiarism will result in a zero grade for the assignment in question. Plagiarism will also result in further disciplinary action if I feel that the university code requires it. If you read Attachment P to this Owners' Manual and still don't understand the rules of documentation and citation, ask me for help immediately rather than risk plagiarizing out of lack of understanding. On Wednesday, January 27 we will have a quiz on documentation, citation, and plagiarism which will look a lot like the practice quiz in Attachment P. The quiz is worth 5% of your final grade. You must get a perfect grade on this quiz before I will accept any written work from you.

Citizenship grade: In the past I've decided at the end of each term, for purposes of final grades, whether a given student's level of participation was adequate. But it has occurred to me that this is a rather bizarre model for a real community; it implies that some authority up at the top should be able to say who has been a good community member (e.g., engaged, courteous, supportive, contributory), when in fact a working community should be based on the idea that members of the community decide this. So on Wednesday, January 13, we will decide as a class what makes a person a good "citizen" of our classroom community, and we will draw up a rubric by which people will be judged. Then at midterm and near the end of the term, I will ask each person in the class to rate, according to our rubric, the citizenship of three other people in the class (chosen at random by me). For purposes of your final citizenship grade, I will average the grades given to you by the six classmates chosen at random to comment on your citizenship. On January 13 I will let you decide whether I should be judged by the same rubric, or by a rubric designed specifically for the course leader's work.

Two essays: You will decide the topics for these essays, though topics should be appropriate to the course. (If you are unsure if a particular topic is appropriate, check with me before writing.) Attachment E provides some preliminary suggestions, and I will make more essay topic suggestions as we go through the term. These essays are due February 24 and April 26. These essays should be *original, interesting, coherent, appropriately documented, well supported with reasons and examples (real and hypothetical)*. At all costs, avoid merely rehashing what we have already read or discussed. (Attachment E shows you the grading standards I will use for these essays.) These essays give you a chance to make the course your own (by letting you dig in deeper where you wish to dig deeper), and they also give you a chance to work on your writing skills. Essays should be approximately 3-5 pages long, double-spaced with one inch margins and 12-point font. They should be well-read and proofread. Turn in your best work!

A word on rewrites and other extra work: If I feel you did a respectable job on an essay but you did not score a 4.0, I will offer you the opportunity to rewrite the essay. Rewrites must be substantial and accompanied by the previous version of your essay and my comments on it. (Merely fixing minor items which I have marked will not increase your grade.) If you would like to write extra essays to raise your grade, you are welcome to do so. Treat extra essays as you would required essays; turn in your best work. I am looking for quality, not just quantity.

"Tell Us More" reports: There is no way I can ask you to read everything that might be interesting, useful, or related to topics we discuss. The "Tell Us More" reports allow us the chance to hear about some of the things we would otherwise miss.

For the "Tell Us More" report assignment, you can work alone or with one or two other people. Prepare a 7-15 minute report on some topic related to topics/issues we are discussing, and let me know when you want to do your report. (I will limit us to two reports per class meeting; so be sure to schedule your report soon.) On the day you do your oral report, also turn in a written report of approximately 2 pages double-spaced complete with citations of sources you used. I will make copies for the class and them out if I think the written report is well-written and well-researched. (Attachment T tells you how your oral and written reports will be graded.)

Attachment T offers some suggestions for "tell us more" topics, but you don't have to feel limited to these. Feel free to suggest topics for yourself or for others at any time. Be creative with topics and sources.

Article review/response: Given our time constraints, we can only touch the surface of gender-related STS scholarship in this course. I want you to realize just how much more is out there, and I want to give you a chance to explore in-depth an area of scholarship of particular interest to you. This assignment gives you a chance to explore gender-studies scholarship and to read a text of particular interest to you. For this assignment, you will write a review of and response to one scholarly article (or book-length autobiography) related to the course but not listed on the syllabus. See Attachment A for more details and suggestions of places to look. Clear your choice of text with me no later than March 22 and bring the text to me so I can check it for appropriateness. For an extra 1.0 on this assignment, you may provide to the class a brief (5

minute) summary of your review/response. If you wish to take advantage of this opportunity, let me know by March 17 and we will schedule a date for you to report. (Note that this bonus option may require you to prepare your oral report before the due date of the written report, and that might actually help you prepare your written report.)

Attendance policy: In a course like this, when you miss a meeting you miss a link in the chain of learning, and it is hard to re-link the chain. You can never really make up the learning that occurs in a particular course discussion. There will be an automatic deduction from your final course grade of 0.125 points for every class meeting missed beyond one. (In other words, one missed day will not count against you.)

H-Options: If you are interested in doing an H-Option, please see Attachment H and let me know by Monday, Jan. 25.

See attachment APP for Alice's Pet Peeves.

**Attachment A:
Ideas for article review/response**

Your choice of text must be cleared with me no later than March 22. To clear a text with me, show me the text.

Instructions:

- (1) Pick a scholarly article on a course-related topic (or a chapter from a scholarly book on a course-related topic) *or* a book-length autobiography which deals with a course-related theme. Pick something that is of interest to you and something that is not listed on the course schedule of readings and something you have not read before for another class.
- (2) Clear the text with me no later than March 22.
- (3) Your review should be 4-6 pages long and should summarize and critique your chosen text.

You should discuss, these questions, with special attention to the starred questions:

- ◆ Who is the audience of this text? Does the author succeed in reaching his/her intended audience? (Why or why not?)
- ◆ What are the strengths of this text? The weaknesses? (Be specific.)
- ◆ *How does this text challenge or conform with issues (and other texts) we have discussed in this course?
- ◆ *How does this text introduce new issues or ideas (new to the course)?
- ◆ What do we gain from this text? What is missing?

Note that there are LOTS of useful journals and anthologies and books out there! Here are just a few suggestions. (Remember to look around the library stacks when you find an interesting section of books or journals.) If you're looking for something on a particular topic but can't find anything, ask me for help.

Useful journals and books:

Not everything in these journals and books would make an appropriate text for this assignment, so be sure to consult with me on your choice of text.

Journal of Homosexuality

Journal of the History of Sexuality

Steam: A Quarterly Journal for Men

Signs (A Journal of Women in Culture)

GLQ - A Journal of Gay & Lesbian Studies

Feminist Studies

Journal of Gay & Lesbian Psychotherapy

Tribe: An American Gay Journal

The MERGE Journal

Columbia Journal of Gender and Law

Agenda: A Journal and Women and Gender

(continued next page)

Tapestry Journal (transvestites & transsexuals)
Journal of Gay & Lesbian Social Services
Journal of Social Work and Human Sexuality
The Stonewall Union Journal
Gossip: A Journal of Lesbian Feminist Ethics
The Gay Teenager
Reflections on Gender and Science, by Evelyn Fox Keller
Race, Class, & Gender in the United States: An Integrated Study, ed. by Paula S. Rothenberg
Feminism and Science, edited by Nancy Tuana
Forms of Desire: Sexual Orientation and the Social Constructionist Controversy, edited by Edward Stein
Sexual Knowledge, Sexual Science: The History of Attitudes to Sexuality, edited by Roy Porter and Mikulas Teich
Witness Aloud: Lesbian, Gay, & Bisexual Asian/Pacific American Writing
AIDS: The Literary Response
Gay Roots: Twenty Years of Gay Sunshine; An Anthology of Gay History, Sex, Politics, and Culture

There are lots of good online indexes you can use from the “Electronic Resources” page of the main library webpage (http://www.lib.msu.edu/e_res/). Play around in the various indexes to try to find something interesting.

**Attachment APP:
“Alice's Pet Peeves”**

Here are four words which, if you use them without also using the utmost care, are likely to make the hair on the back of my neck stand on end and my mouth to react accordingly.

Everyone has his or her own pet peeves, and here are mine:

1. "Girl", as used for women over the age of 18. The masculine equivalent of "girl" is "boy." To call a man over the age of 18 "boy", particularly if he is African-American, is generally to insult him by implying that he is immature or a member of a social underclass, i.e., a servant. I don't see why calling a woman over the age of 18 "girl" is any different. To call a woman who is 20 years old a "girl" is to imply that she has still not reached intellectual and political maturity. (The one exception to this that I recognize is when a very dear friend says to another very dear friend something like, "Girl, you're going to knock their socks off with that fifty-thousand dollar Guggenheim Fellowship!")

When in doubt about a gendered word like "girl," do the equivalence test like the one above ("what would it mean to call a 20-year old man 'boy'?"). Ask yourself if the equivalent turns out to be a sexist or degrading or just plain awkward term, and if it does, don't use it.

2. "Lady," used to refer to a woman. "Lady" has traditionally been a term used to refer to women who are landed gentry, and women who are prostitutes. Most women are neither, and in any case you will never insult a landed gentrywoman or a prostitute by calling her "woman," so just forget the term "lady." The term "lady" has traditionally been used to remind women and girls that they should dress up in frilly, hard-to-walk-in things and act passive-aggressively (e.g., "Now, act like a young lady!" or "That isn't very ladylike.") Yick! So do the gendered test. Really, how often would you say "That gentleman just hit my car and drove off!" You wouldn't. So don't say "That lady just hit my car and drove off!"
3. "Society," when used as a vague term to blame or credit someone else and no one in particular. Consider the claim, "Society tells girls and women they should be super-thin." Who is this society? I know *I* don't tell girls and women they should be super-thin. Does that mean I'm not a member of society? Using the term "society" just avoids being really clear about who is to credit and blame for what. So be specific. Say instead: "Magazines mass-marketed to girls and women convey the message that girls and women should be super-thin." Then I know who is at fault. When we know who is at fault, we know how to start changing things. Blaming "society" means we just have to sit back and accept the status quo, because the old saying is true: "you can't change society," because no one is "society."

By the way, I dislike passive voice for the same reason. Passive voice uses a form of "to be" (plus sometimes another form of "to be") plus the past tense of another verb. More importantly, it makes the voice passive and the subject often unclear. Example:

"Men are not allowed to cry."

The passive verb there is "are [not] allowed". Note how it doesn't tell us *who* doesn't allow men to cry. How can we ever change this system if we don't know who it is that doesn't allow men to cry? Precise writing tells us exactly who is doing or saying what.

Scientists use the passive-voice a lot, because they're told to hide themselves lest their research look subjective. So they say things like:

"Experiments on tampons were conducted"

instead of saying

"Our lab conducted experiments on tampons."

So surgeons will write

"The child's clitoris was reduced in size by 80%"

instead of saying

"We reduced the child's clitoris in size by 80%."

Again, the result is that the subject (the agent) is hidden, and we have trouble telling exactly who is doing or saying what. Writers often use the passive voice to sound authoritative and all-knowing. One intersexed writer I know says "The passive voice is always the massive voice," because it makes it sound like the whole world agrees with the claim or that no one in particular was the agent of the action. Don't use the passive voice unless the moment really does call for it (or your chem teacher requires it). It's sloppy, imprecise, and often oppressive.

4. "Aspect," when used incorrectly. What's the right way to use it? Well, check the dictionary before you do. It tends to be a word students use when they can't think of the word they really want. I really like precise language. Precise language allows us to talk with each other in efficient and intelligent ways, and it allows us to increase our knowledge.

**Attachment E:
Essay topic suggestions and grading standards**

Basic requirements:

Your two essays should be 3-5 pages long (double-spaced, one-inch margins, 12-point font), well-written, proofread, and should follow the rules of documentation and citation to avoid plagiarism. Do not turn in the first draft you write. Rework your essay until you think it is a 4.0 paper, and then turn in that perfected draft. (Be prepared for me to ask you, "Why do you think this is a 4.0 paper?")

Suggestions:

These are some suggestions of things you might write about. Do not feel confined to these suggestions. If you are unsure if a particular topic is appropriate, check with me before writing. These essays should be *original, interesting, coherent, appropriately documented, well supported with reasons and examples (real and hypothetical)*. At all costs, avoid merely rehashing what we have already read or discussed.

- Discuss the connections or contradictions between two or more of the readings.
- Disagree intelligently with something said in class or in one of the readings.
- Discuss the way in which a particular reading or discussion resonated with your own experiences or ideas.
- Trace the history of how you came to know and believe the things you know and believe about sex, gender, sexuality. What are the implications of tracing this history?
- Explore the ways in which gender, sex, and/or sexuality operate in a particular locale (real or virtual). What do we learn from this exploration?
- Cross-dress, go to gendered places, and write about the experience. Go beyond the obvious insights.
- Discuss themes or questions emerging for you from this class.

(See next page for grading standards.)

Grading standards:

A 4.0 essay is excellent in nearly all respects. A 4.0 essay:

- is well argued and well organized, with a clear thesis or trajectory.
- is well developed, with content that is specific, interesting, appropriate, and convincing.
- has logical transitions within & between paragraphs that contribute to a fluent style.
- had varied and sophisticated sentence structure.
- has few, if any, mechanical, grammatical, spelling, or diction errors.
- demonstrates command of a mature, unpretentious diction.
- uses sources and examples intelligently, correctly, and fairly.

A 3.0 essay shares most characteristics of a 4.0 essay, but:

- may have some minor lapses in organization and development.
- may contain some sentence structures that are awkward or ineffective.

may have minor mechanical, grammatical, or diction problems.

- may be less distinguished in its use of language.
- may make some good points but not really provide any significant original insights.

A 2.0 essay is competent, but compared to a 3.0 essay it:

- may have a weaker thesis and less effective development of ideas and examples.
- may contain some lapses in organization.
- may contain shifts in voice that make the essay harder to follow.
- may have poor or awkward transitions within or between paragraphs.
- may have less varied sentence structures that tend toward monotony.
- may have more mechanical, grammatical, and diction problems.
- is likely to be less distinguished in its handling of the topic.
- may use sources in ways that are inappropriate or awkward.

A 1.0 essay is likely to:

- present a thesis too vague or too obvious to be developed.
- display major organization problems.
- lack adequate support for its thesis.
- have confusing or nonexistent transitions.
- have ungrammatical or poorly constructed sentences.
- demonstrate problems with spelling, punctuation, diction, or syntax which impede understanding.

A 0.0 essay is seriously flawed. It is likely to:

- have no clear thesis or central topic.
- display random organization.
- lack adequate support or specific development.
- include irrelevant details.
- fail to fulfill the assignment or be unfairly brief.
- contain major and repeated errors in diction, syntax, grammar, punctuation, or spelling.
- plagiarize.

Attachment G: Grade Calculation

You can use this form to calculate your final grade in this course.

Step 1: To calculate the weight your readings quiz grades will have on your final grade, take the total number of readings quiz points you have earned so far _____ and divide that by the total possible readings quiz points you could have earned so far _____ and then multiply the result by 4.0. Put that grade here: _____

Step 2: To calculate the weight your plagiarism/documentation/citation quiz grade will have on your final grade, take your plagiarism quiz grade _____ and divide it by 2. Put that number here: _____

Step 3: Your citizenship grade will be calculated by your classmates. To figure out the weight of that grade on your final grade, take your citizenship grade _____ and multiply it by 1.5. Put that number here: _____

Step 4: To calculate the weight of your first essay on your final grade, take your first essay grade _____ and multiply it by 1.5. Put that number here: _____

Step 5: To calculate the weight of your second essay on your final grade, take your second essay grade _____ and multiply it by 1.5. Put that number here: _____

Step 6: To calculate the weight of your "Tell Us More" report on your final grade, take your report grade _____ and multiply it by 2. Put that number here: _____

Step 7: To calculate the weight of your article review/response, take your review/response grade _____ (including the oral report bonus, if you did that) and multiply it by 2. Put that number here: _____

Step 8: Now total the numbers shown on the right side of the page from steps 1-7, and put that number here: _____. Divide that total by 10, and put that number here: _____.

Step 9, attendance calculation: Now take the number of class meetings you have missed _____ and subtract 1 from that to get _____, and multiply that number by .125 to get _____. Now take that number and subtract it from the grade you arrived at in Step 8. Put your final calculation here: _____.

Step 10: Take the final number from Step 9 and round to the nearest 0.5: _____ (Remember that for reported final grades, I will round up if your final grade is $<.25$ from the next highest grade, otherwise I will round down. In other words, a 3.75 will be rounded to a 4.0, and a 3.74 will be rounded to a 3.5.)

Estimated grades: If at any point you want to figure out your estimated grade, add up the following numbers for whichever requirements you have produced a calculation in Steps 1-7. (In other words, if you have a blank in Steps 1-7, do not add the points shown below for that requirement.) Readings quizzes, 1.0; plagiarism quiz, 0.5; citizenship grade, 1.5. first essay, 1.5; second essay, 1.5; "tell us more" report, 2.0; article review response, 2.0. Now, instead of dividing by 10 in Step 8, divide by this total, and proceed from there.

Attachment H: H-Option (not required)

Students interested in doing an H-Option for this course should see me by **Jan. 25** to sign an H-Option contract. Alternatives to this H-Option assignment are available; see me by Jan. 25 if you would like to arrange a different H-Option. H-Option assignments are due on **Apr. 28**. To receive an “H” for this course, you must earn at least a 3.5 in the course and must earn at least a 3.0 on the H-Option. (In the event you earn less than a 3.5 in the course and do an H-Option anyway, I will use the H-Option assignment to raise your final grade appropriately, but you will not receive the H designation.)

Educators agree that teaching is one of the best ways to learn. Therefore, this H-Option assignment asks you to think about teaching. Specifically the task is to make a preliminary design of a college-level course on related topic related to this course (“Science, Medicine, and Sex”). Your preliminary course design might be for a course on “women and men in science,” on “queer theory studies of science and technology,” on “women and technology,” and so on.

Your preliminary course packet design should include:

- (1) An appropriate name for the course
- (2) A short (5-10 sentence) description of the course’s content and style
- (3) A list of at least 5 topics to be covered in the course, including for each a brief explanation/elaboration for each topic (what will be covered; why you are covering this; etc.)
- (4) A list of at least five readings (articles, texts, novels, etc.) for the course *and* for each text a brief statement (3-6 sentences) of why you have chosen that text. Note that for this portion you should use no more than 2 texts from our (LBS-490E) course. You won’t need to thoroughly read the texts you choose – this is just a preliminary course design – but you will need to look around a lot for potential sources.
- (5) Three assignments for the course, including for each assignment a statement of:
 - a. the logic behind the assignment (the teaching objectives)
 - b. detailed instructions for the assignment
- (6) Two sample comprehensive final exam questions for the course, including for each:
 - a. the question
 - b. the logic behind the question (the teaching or evaluative objectives behind the question)
 - c. the parameters for answering the question (e.g., “Answer in 5 paragraphs and cite at least 3 sources in your answer.”)

Your course design might include more than this. Be creative!

Attachment P:
Citation, Documentation, and Plagiarism
 (designed by Alice Dreger after a handout by M. Jeanne Peterson)

Citation: To “cite” someone means to make a reference to the ideas or words of that person. For example, in talking about the alleged conflicts between science and religion, I might cite the ideas and opinions of Stephen Jay Gould. Direct quotations are a form of citation.

Documentation: To “document” something means to give a clear, written reference to it. If I want to document the development of Gould’s ideas about evolution, I will provide clear, written references to the texts in which his ideas have appeared.

Plagiarism: To “plagiarize” means to reproduce someone else’s ideas or words without making absolutely clear that those certain ideas and words are her or his and not yours. If I borrow Gould’s ideas or phrasing and fail to make clear that I am borrowing his ideas or phrasing, then I am plagiarizing.

Why care about citation, documentation, and plagiarism? Because a responsible meritocracy will not exist if we don’t take care of assigning credit and blame accurately.

More specifically, what do citations do for us as writers and readers? M. Jeanne Peterson (Peterson, p. 1) argues that citations are good for at least four basic things:

1. Evidence – When we are constructing an argument (or a case, or a theory) we quote (and footnote [or cite parenthetically]) to give the evidence that supports our point of view.
2. Authority – No writer knows everything first hand. We cite the authorities from whom we have learned something, when we discuss that something.
3. Credit (or Blame) – When someone else has had an idea or discovered some fact or turned up some evidence, that person deserves credit for such work. And if that person was wrong, he or she should get proper blame. A footnote [or parenthetical citation] services these purposes.
4. Help – A footnote [or parenthetical citation] helps your reader know where to go to [get] further information on the fascinating subject you have just mentioned.

I. Citation and Documentation:

There are two basic ways to cite a source:

- a. provide a footnote or endnote when you cite it. In this case, your notes should contain full bibliographic information for each text.

- b. provide a parenthetical citation when you cite it. In this case, you should provide a bibliography which contains all of the sources you cited parenthetically (and no sources you did not cite; if you want to provide a “further reading” section which contains texts you did not cite, you may do that).

To read more about the difference between these two forms, see the Handbook, section 7b (especially pp. 184-185). You should become familiar with these two basic styles of citation.

When should you document a source (i.e., give a full reference to it)? Frederick Crews, the author of the *Random House Handbook*, notes (p. 180) that there are at least five times you should document, namely when:

- you quote the passage verbatim [word for word]
- you paraphrase the passage
- you summarize the passage
- you include information not generally known
- you borrow someone else’s opinion

Most authors use one of two common documentation styles, namely the MLA style and the APA style. See the Handbook, sections 7c, 7d, and 7e (pp. 188-212) to learn more and to see samples of these two different styles. Whichever style you use, you should be careful to follow the style properly and consistently.

II. Quotations

When should you provide quotations? Peterson argues convincingly that “as a general rule, it is better to put material in your own words” (p. 2). Your writing will sound stale and unfamiliar if you provide too many of someone else’s words and not enough of your own. There are three good times to quote, namely:

. . . when quoting adds:

1. authority: [example] F. B. Smith, after extensive research on Florence Nightengale, finds her treatment of her family “monstrously unfair” (p. 201).
2. specificity: [example] In describing Florence Nightengale’s character, F. B. Smith uses terms like “ingratitude,” “bigotry,” and “duplicity” (p. 201).
3. beauty of expression: [when someone says it better than you every could; example] Florence Nightengale was often dishonest in her dealings with people, perhaps even so “possessed by the habit of deceit” that she could not distinguish true from false (p. 201).

It is very important that you use correct punctuation when quoting and that you incorporate quotations smoothly into your text. For more on this, see the Handbook, chapter 30 (pp. 547-564).

III. Plagiarism:

There are many different ways to plagiarize, but they all boil down to this: You plagiarize when you use someone else's words, phrasing, or ideas without giving the author proper credit.

The following are examples of invalid quotations, paraphrasing, and citation. All relate to this passage from *Perestroika* by Mikhail Gorbachev ((New York: Harper & Row, 1987), p. 114:

Trade union committees should have teeth, and not be convenient partners for management. Bad working conditions at some enterprises, a poor health service, substandard locker rooms -- trade union organizations seem to have got used to all this. But Soviet trade unions have the right to monitor managerial compliance with labor contracts, the right to criticize management, and even the right to demand that a director who fails to comply with the legitimate interests of the working people be removed from office.

Example of invalid quotation:

In his 1987 book, *Perestroika*, Gorbachev claimed that, in the Soviet Union, trade unions had the right to criticize management "and even the right to demand that a director who fails to comply" with workers' fair demands be fired (p. 114).

This quotation is incorrectly done because the writer fails to *put all of the words quoted in quotation marks*. Two correct ways of doing this would have been:

- (a) In his 1987 book, *Perestroika*, Gorbachev claimed that, in the Soviet Union, trade unions had "the right to criticize management, and even the right to demand that a director who fails to comply" with workers' fair demands be fired (p. 114).
- (b) In his 1987 book, *Perestroika*, Gorbachev claimed that, in the Soviet Union, "trade unions [had] . . . the right to criticize management, and even the right to demand that a director who fails to comply" with workers' fair demands be fired (p. 114).

Example of invalid paraphrasing:

According to Gorbachev, trade unions should be very strong, and should not be figuratively in bed with management. Poor conditions at some factories, a lack of adequate medical care -- unions appear to have become accustomed to these problems (p. 114).

This paraphrase is incorrectly done because in it the writer simply goes through and replaces Gorbachev's words, word by word and phrase for phrase. *A paraphrase should not borrow the sentence structure of the original*. If the original is so elegant that you feel the need to imitate it this much, then quote it, don't paraphrase it.

Example of invalid citation:

Gorbachev thinks that workers must not question management; the nation's strength depends on workers' blind obedience to management (p. 114).

This is incorrectly done because this isn't what Gorbachev thinks; the author of this sentence blatantly misrepresents Gorbachev. (This isn't plagiarism, but it is an invalid form of citation.)

Works cited:

Crews, Frederick. The Random House Handbook, sixth edition. New York: McGraw-Hill, Inc., 1992.

Peterson, M. Jeanne. Everything You Ever Wanted to Know about Documentation (and Plagiarism) But Were Afraid to Ask, with illustrations and examples. (Unpublished.)

Practice Quiz on Citation, Documentation, and Plagiarism

1. Name two specific reasons to use a quotation:
 - a.
 - b.

Questions 2, 3, and 4 below relate to this quotation from the introduction to *UFO's: A Scientific Debate* by Carl Sagan and Thornton Page (New York: W.W. Norton & Company, 1972).

All of us who teach at colleges and universities are aware of a drift away from science. Some of the most sensitive, intelligent, and concerned young people are finding science increasingly less attractive and less relevant to their problems than was the case for previous generations. We all agree that this drift is deplorable. It must be due in part to their misunderstanding of what science is about, the scientists' failure to communicate its power and beauty. [from p. xiii]

2. Is the following paraphrase correctly done, or incorrectly done? If you think it is incorrectly done, say why:

According to Sagan and Page, everyone who teaches college students knows about the moving away from science; increasingly the most perceptive, smart, and engaged students think that science is somewhat repulsive or irrelevant to their lives (p. xiii).

Your answer: _____

3. Is the following quotation correctly done, or incorrectly done? If you think it is incorrectly done, say why.

One of the reasons bright students lose interest in science is that those students find science increasingly less attractive and “less relevant to their problems than was the case for previous generations” (Sagan and Page, p. xiii).

Your answer: _____

4. Is the following paraphrase correctly done, or incorrectly done? If you think it is incorrectly done, say why:

Sagan and Page argue that, although it is true that a lot of good students are turning their backs on science, we should not be concerned because there will always be plenty of good people to do science.

Your answer: _____

Attachment T: Suggestions and Rubric for "Tell Us More" Reports

Basic requirements:

For the "Tell Us More" report assignment, you can work alone or with one or two other people. You will prepare a 7-15 minute report on some topic related to topics/issues we are discussing, and let me know when you want to do your report. (I will limit us to two reports per class meeting; so be sure to schedule your report soon.) On the day you do your oral report, you will also turn in a written report of approximately 2 pages double-spaced complete with citations of sources you used. I will make copies for the class and them out if I think the written report is well-written and well-researched.

Suggestions: These are starter suggestions for "tell us more" topics. You don't have to feel limited to these. Feel free to suggest topics for yourself or for others at any time. Be creative with topics and sources.

Alfred Kinsey	the Kinsey Report	Margaret Sanger
female condoms	transsexual surgeries	Margaret Mead
heterosexuality	Kate Bornstein	Cheryl Chase
pedophilia	mammals	the "Grrrl Power" movement
masculinity	"the pill"	AIDS trends in the U.S.

Rubric: These are the grading standards I will use for your reports. Half of your grade will originate from your oral report, and half from your written report.

A 4.0 oral report:

- has a clear topic and clear organization
- provides adequate support and reasoning for its claims
- allows us to hear from all participants in the project
- tells us important information about the sources used
- critiques the sources appropriately
- indicates how this ties into things we have discussed or are going to discuss
- provides audio and visual aids in a useful way
- points out wholes and gaps in the research done for the report
- is interesting and meaningful
- avoids offending people unnecessarily

A 3.0 oral report:

- does some but not all of the things listed above

A 2.0 oral report:

- does only a few of the things listed above

A 0.0 oral report:

- is very hard to follow
- makes it look like one person in the group worked a lot harder than the others
- fails to connect to course topics
- is full of poor reasoning or unsupported claims

A 4.0 written report

- has a clear topic and clear organization
- provides adequate support and reasoning for its claims
- is co-written by all participants in the project
- indicates how this ties into things we have discussed or are going to discuss
- points out wholes and gaps in the research done for the report
- is interesting and meaningful
- avoids offending people unnecessarily
- has logical transitions within and between paragraphs that contribute to a fluent style of writing.
- had varied and sophisticated sentence structure.
- has few, if any, mechanical, grammatical, spelling, or diction errors.
- demonstrates command of a mature, unpretentious diction.
- uses sources and examples intelligently, correctly, and fairly.

A 3.0 report shares most characteristics of a 4.0 report, but:

- may have some minor lapses in organization and development.
- may contain some sentence structures that are awkward or ineffective.
- may have minor mechanical, grammatical, or diction problems.
- may be less distinguished in its use of language.
- may make some good points but not really provide any significant original insights.

A 2.0 report, compared to a 3.0 report:

- may have a weaker thesis and less effective development of ideas and examples.
- may contain some lapses in organization.
- may contain shifts in voice that make the essay harder to follow.
- may have poor or awkward transitions within or between paragraphs.
- may have less varied sentence structures that tend toward monotony.
- may have more mechanical, grammatical, and diction problems.
- is likely to be less distinguished in its handling of the topic.
- may use sources in ways that are inappropriate or awkward.

A 0.0 report is seriously flawed. It is likely to:

- have no clear thesis or central topic.
- display random organization.
- lack adequate support or specific development.
- include irrelevant details.
- fail to fulfill the assignment or be unfairly brief.
- contain major and repeated errors in diction, syntax, grammar, punctuation, or spelling.
- plagiarize.

**Attachment X:
Schedule of meetings and assignments**

Note: Do the readings listed for a given day before you come to class that day. Read carefully and thoroughly. All readings are required.

Week 1: How Rules Get Made

- Jan. 11: Dissections of tampons and sanitary napkins (i.e., maxipads). What values and rules and social relations are embedded in tampons and maxipads?
- Jan 13: Read this entire Owners' Manual. Do the entire "Head Excavation" before you come to class (allow at least 1.5 hours for it). Decide before you come to class whether you really want to take this bus tour. If you do, come aboard! Today we will decide as a group on the Citizenship grade rules. This will be an exercise in the development of social norms.

Week 2: How People Use Anatomy to Determine Identities, and Vice Versa

- Jan. 18: Martin Luther King Day. No class meeting. For a bonus of 1.0 on your first essay, play "The Game of Life" in C-101 Holmes Hall from 2 p.m. - 4 p.m. today and bring on Wednesday a written analysis of your reaction to the game and analysis and critique of the game itself. (Write a total of about one-page double-spaced.)
- Jan. 20: Read assigned reading handouts before you come to class, and do Head Excavation #2 before you come to class. (You might also be studying for the plagiarism quiz next Wednesday.) Today we will hear critiques of "The Game of Life," discuss the assigned readings, and listen to Dr. Martin Luther King Jr.'s "I Have a Dream" speech and discuss how discussions about rights often rely on particular assumptions about anatomy.

Week 3: Nineteenth Century Ideas about Gender and Sex

- Jan. 25: **H-Option arrangements should be completed by today.** Read assigned hand-out readings for today, and come prepared to tell your classmates about your particular reading. Our goal today is to understand what 19th century scientists thought about men and women and to use this understanding as a contrast for today's theories. (We will also discuss the practice quiz from Attachment P today.)
- Jan. 27: **Documentation, Citation, and Plagiarism Quiz.** Also read "The Aggressive Egg" (handed out).

Week 4: The Familiar, the Unfamiliar, and the Exotic:

- Feb. 1: Read Martin, *The Woman in the Body*, "Introduction to the 1992 Edition" and chap. 1 and chap. 2. For a bonus of 1.0 on your second essay, bring in one item which encodes a rule or a norm about gender, sex, or sexuality. Tell us about the rule or norm encoded and how it is encoded. To receive the bonus point (1) your item must be one we would not expect to encode a gender/sex/sexuality rule or norm *or* you need to name a rule or norm that is not obvious, and (2) you need to turn in a typed page with your name, a brief description of the object, and a statement of what rule or norm you think is encoded in the object.

Feb. 3: Read Martin, chap. 3.

Week 5: The Many Meanings of Menstruation and Menopause:

Feb. 8: Read Martin, chap. 6 and chap. 7.

Feb. 10: Read Martin, chap. 10.

Week 6: The Politics of Birth:

Feb. 15: Read Martin, chap. 4 and chap. 5.

Feb. 17: Read Martin, chap. 8 and chap. 9.

Week 7: Individuality:

Feb. 22: Read Martin, chap. 11 and chap. 12.

Feb. 24: **Essay #1 due at start of class.** For a bonus point of 1.0 on this essay, bring in a poster-size visual representation of your essay to share with the class. Individual assignments for Citizenship ratings handed out.

Week 8: Sexuality, from a Divine Matter to a Medical Matter:

Mar. 1: Read Bayer, *Homosexuality and American Psychiatry*, Introduction and chap. 1. **Turn in Citizenship ratings.**

Mar. 3: Read Bayer, chap. 2.

Week 9: Spring Break (no classes Mar. 8 & Mar. 10)

Week 10: Sexuality, from a Medical Matter to a Public Controversy:

Mar. 15: Read Bayer, chap. 3. For a bonus of 1.0 on essay #2, bring in a one-page, typed description of a sexuality categorization system which would divide people in some way other than "heterosexual, homosexual, bisexual." Be prepared to tell the class about your alternative classification system.

Mar. 17: Read Bayer, chap. 4. **Last day to let me know if you want to report on your article review/response.**

Week 11: The Social Status of Homosexuality, Bisexuality, Heterosexuality:

Mar. 22: Read Bayer, chap. 5 and Conclusion. **Last day to clear with me choice of text for article review/response.**

Mar. 24: Read Bayer, Afterword to the 1987 Edition.

Week 12: Beyond Two Sexes:

Mar. 29: Read Kessler, *Lessons from the Intersexed*, Introduction (chap. 1).

Mar. 31: Read Kessler, chap. 2 and 3.

Week 13: Producing Sex:

Apr. 5: Read Kessler, chap. 4.

Apr. 7: Read Kessler, chap. 5 and 6.

Week 14: Where Does Sex Come From?

Apr. 12: **Article review/response due at start of class.** Read Bornstein, *Gender Outlaw*, Parts One and Two (includes chapters 1-6).

Apr. 14: Read Bornstein, Part Three (chapters 7-10).

Week 15: And Where Does Gender Go?

Apr. 19: Read Bornstein, Part Four (chapters 11 and 12).

Apr. 21: Read Bornstein, Parts Five and Seven (chapters 13, 14, and 16) and the Afterword.
Individual assignments for Citizenship rating handed out.

Week 16: The End of the Tour?

Apr. 26: **Essay #2 due at start of class. Citizenship ratings due at start of class.**

Apr. 28: "To be real." **H-Options due.**