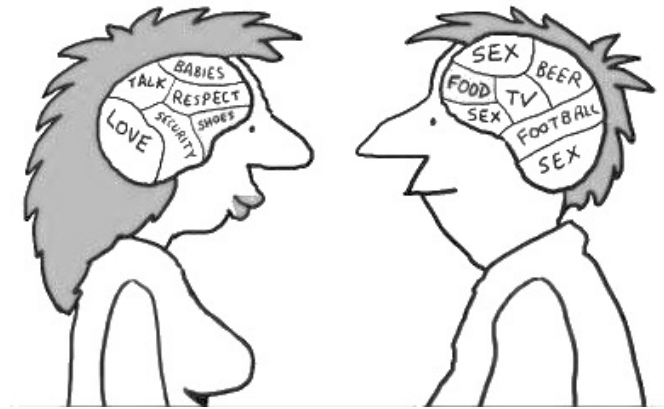


Prof. Vivien Hamilton, vhamilton@hmc.edu
Harvey Mudd College, HSA Department

OFFICE HOURS: By appointment.

OFFICE: Parsons 1278

CLASS: Tues./Thurs 4:15 – 5:30 pm
SHAN 3461



“Male and Female Brains” by Ellis Nadler for *Psychology Today* 2008.

COURSE OVERVIEW:

HSA 10 is designed to build on the writing skills developed in WRIT 1 through a deeper exploration of one particular topic in the humanities, social sciences and the arts.

This section of HSA 10 will explore the history of scientific and medical accounts of sex difference from the late nineteenth century to the present. In particular we will pay attention to the way gendered social roles and cultural beliefs about sex and sexuality have shaped scientific accounts of these same categories. We will look at one-sex, two-sex, and continuum models of sex difference, asking where we see hierarchies and judgments within these models, and where we see resistance to structures of male, cisgender, and heterosexual superiority.

GOALS:

During this course students will improve their ability to:

- Locate the main argument in a piece of academic writing and evaluate the evidence given to support that argument
- Approach and analyse different kinds of primary sources used in historical inquiry
- Develop a plan for independent research and locate and evaluate appropriate sources for that research
- Construct an original historical argument making use of evidence from both primary and secondary sources
- Present the results of independent research in a clear and engaging oral presentation

EVALUATION:

Class Participation (20%)
(Discussion, Reading Reactions and in-class work)
Short Paper (10%)
Midterm Paper (20%)
First Submission 10%

Revision	10%
Research Project (50%)	
Proposal	10%
Peer Review	5%
Presentation	10%
Paper	25%

Course Readings: The course readings will all be available as pdfs on the Sakai site. I would strongly encourage you to print out the readings so that you can annotate as you read. If you prefer to read on a screen you will need to use a program that allows you to highlight and make notes. Regardless of the format, you must **bring your readings and reading notes to class.**

Reading Reactions: For each class with shared reading, I will ask you to spend 15 minutes before class writing a reaction to the reading. These quick, informal reactions will give you a chance to pull out the main argument in the text, reflect on questions that you had while you were reading, and begin to draw links to other class material. These reactions will help seed our class discussion and may provide a spark for the formal papers you will write for this class. I will check in on these periodically to provide some feedback. These will contribute towards your participation grade and you may miss 2 without penalty.

In-class Peer Review: You will have multiple chances throughout the semester to provide critical feedback on your classmates' work, which will contribute towards your participation grade. In addition, you will work with a partner to write a formal peer-review of two research paper drafts which will be worth 5% of your final grade.

Class Participation: This is a seminar class, which means that we will approach the material together through discussion. You are expected to come prepared to contribute to the conversation each week. Please see the attached rubric showing how your contribution to the discussion will be evaluated. You are not being graded on attendance but if you are not present you cannot contribute. Missing more than two class sessions will negatively affect your final grade.

Formal Writing: You will write three formal papers for this course: a short paper reacting to our first two readings (500 – 700 words); a midterm paper analyzing a larger subset of the course readings (1500 – 2000 words); and a research paper building on a question or topic explored in our shared readings (3000 – 3500 words).

Drafts and Revisions: For each piece of formal writing that you do, you will have the opportunity to revise your work based on feedback from me, your fellow students, our tutor and/or the writing center. The schedule for drafts and revisions will vary for each paper and will be explained well in advance of relevant deadlines.

Oral Presentation: During one of the last class sessions you will be asked to share the results of your research with your classmates in a 10 minute presentation. As a class, we will choose one presentation to represent our section of HSA 10 during Presentation Days at the end of term.

Schedule of Topics and Major Deadlines

A detailed list of readings and tasks for each class session can be found below as well as on the Sakai site under "Schedule"

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Jan. 21 <i>Introduction to the course</i>		Jan. 23 <i>From One-Sex to Two I</i>	
Week 2		Jan. 28 <i>From One-Sex to Two II</i>		Jan. 30 <i>Short Paper Workshop</i> Draft Due	
Week 3		Feb. 4 <i>Darwin</i>		Feb. 6 <i>Late 19th C Debates</i>	Feb. 7 Due: Short Paper 9 pm
Week 4		Feb. 11 <i>Early 20th C: Hermaphroditism</i>		Feb. 13 <i>1930s: Homosexuality</i>	
Week 5		Feb. 18 <i>1950s: Intersex</i>		Feb.20 <i>1950s: Transsexuality</i>	
Week 6		Feb. 25 <i>Sociobiology</i>		Feb. 27 <i>Darwin and Dating</i>	
Week 7		March 3 <i>Midterm Paper Workshop</i>		March 5 <i>A Dynamic Model of Sex Difference</i>	March 6 Due: Midterm Paper 9 pm
Week 8		March 10 <i>Topics and Questions</i>		March 12 <i>Research Workshop</i>	
Week 9	SPRING BREAK				
Week 10		March 24 <i>Research Proposal Workshop</i>		March 26 <i>Midterm Paper Revision Workshop</i>	
Week 11	March 30 Due: Research Proposal 9 pm	March 31 <i>Class Cancelled: Research Meetings</i>		April 2 <i>Class Cancelled: Research Meetings</i>	
Week 12	April 6 Due: Midterm	April 7 <i>Library Trip</i>		April 9 <i>Liberal Arts</i>	

	Paper Revision 9 pm				
Week 13		April 14 <i>Evidentiary Outlines</i>		April 16 HSA Advising NO CLASS	
Week 14		April 21 <i>Class Presentations</i>		April 23 <i>Class Presentations</i>	
Week 15		April 28 <i>Class Presentations</i>		April 30 Due: Draft of Research Paper 9:30 am Peer Review in Class	May 1 Due: Peer Review Research Paper 9 pm
Week 16					
Week 17	May 11 Due: Research Paper 5 pm				

Detailed Schedule

Jan. 21. Introduction to the course

Read: Our syllabus.

Jan.23. From One Sex to Two I

Read: (31 pages) Londa Schiebinger, *The Mind Has No Sex?* p. 160-165, 189-213.

Write: Reading Reaction 1

Jan. 28. From One Sex to Two II

Read: (48 pages) 1. Thomas Laqueur, *Making Sex*, p.1-11, 149-154, 163-192
2. The prompt for the first, short paper.

Write: a) Reading Reaction 2

b) Come up with a few possible thesis statements for the short paper and flag evidence that you could use in support of these arguments.

Jan 30. Short Paper Workshop

Write: A full draft of your short paper. Upload your draft to the Sakai Discussion thread labeled "Short Paper Draft."

Feb. 4. Darwin and Sexual Selection

Read: (35 pages) 1. Charles Darwin, *Descent of Man*, p. 232-236, 239-243.
2. Cynthia Russett, "Hairy Men and Beautiful Women," in *Sexual Science*, p. 78-103.

Write: Reading Reaction 3

In class: Selections from Darwin's correspondence

Feb. 6. Evolution and "The Woman Question"

Read: (50 pages) 1. "Biology and Woman's Rights" *The Popular Science Monthly* (Dec. 1878), p.201 - 213.
2. Kimberly Hamlin, "The Science of Feminine Humanity," in *From Eve to Evolution*, p.57 - 93

Write: Reading Reaction 4

Feb. 7. Short Paper Due 9pm

Feb. 11. Hermaphroditism in the late 19th C

Read: (31 pages) Alice Dreger, *Hermaphrodites and the Medical Invention of Sex*, p. 79-109.

Write: Reading Reaction 5

Feb. 13. Fluid Sexes and Homosexuality in the 1930s

Read: (40 - 45 pages) 1. Jennifer Terry, *An American Obsession*, p. 159 - 177.
2. George Henry. *Sex Variants* (1948), [selection]

Write: Reading Reaction 6

Feb. 18: 1950s: Intersex

Read: (38 pages) Elizabeth Reis, *Bodies in Doubt*, p.115-152.

Write: Reading Reaction 7

Feb. 20. 1950s: Transsexuality

Read: (47 pages) Joanne Meyerowitz, *How Sex Changed*, p. 51 - 97.

Write: Reading Reaction 8

Feb. 25. Sociobiology

Read: (50 pages) 1. Richard Dawkins, "Battle of the Sexes," in *The Selfish Gene* (1976) [selection].

2. Anne Fausto-Sterling, "Putting Woman in her (Evolutionary) Place," in *Myths of Gender* (1985), p. 156 - 167, 179 - 204. (note that you can skip some pages in the middle)

Write: Reading Reaction 9

Feb 27. Darwin and Dating

Read: (17 pages) Adele Hasinoff, "It's Sociobiology, Hon!" *Feminist Media Studies* (2009), 267-283.

Write: Reading Reaction 10

March 3. Midterm Paper Workshop

Write: A draft of your midterm paper. It is ok if this is 60-70% complete but make sure your thesis statement is clear and that all of your evidence is fully cited. Upload your draft to the Sakai Discussion thread labeled "Midterm Paper Draft."

March 5. Towards a Dynamic Model of Difference

Read: (23 pages) Cordelia Fine, *Testosterone Rex* (2017), p. 83 - 107 **OR** p. 128 - 150.

Write: Reading Reaction 11

March 6. Midterm paper due at 9pm.

March 10. Research Topics and Questions

- A. Using our readings as a starting point, generate a focused historical question or problem.
- B. Using the Library Guide for this course, locate one secondary source **or** one primary source relevant to your question.
- C. **Making reference to at least one of our readings and the source you have found**, write out a two or three sentence description and motivation for your research question. **Post to the Discussion thread "Research Topics" on Sakai.**

March 12. Research Workshop

- A. Locate at least two additional sources for your project. By this point you should have a mix of primary and scholarly secondary sources.
- B. As you begin your research, you will inevitably run into challenges. Post at least one specific question about the research process to the Sakai Discussion thread "Research Process" by **1 pm on Wed., March 11.**

Bring your sources to class. If you don't have the sources in hand, bring all of the information that you have about them.

----- **SPRING BREAK** -----

March 26. Research Proposal Workshop

Write: Post a draft of your proposal and annotated bibliography to the Sakai Discussion thread, "Proposal Drafts."

March 24. Midterm Paper Workshop

Read: Williams and Bizup, Ch. 7, "Motivation," and Ch. 8, "Global Coherence," in *Style: Lessons in Clarity*

Do: Bring to class one clean hard copy (double-spaced) of your introduction and one body paragraph from your midterm paper and your laptop.

March 30. Research Proposal Due at 9pm

March 31. Class Cancelled: Set up an appointment with me to talk through your research plan. Work on your Midterm Revision and/or your evidentiary outline. Read sources for your research project.

April 2. Class Cancelled: Set up an appointment with me to talk through your research plan. Work on your Midterm Revision and/or your evidentiary outline. Read sources for your research project.

April 3. Midterm Paper Revision due at 9pm.

April 7. Library Workshop [At Honnold, Keck Classroom]

Read: Sources for your research paper

Do: Identify one type of source that you still haven't been able to locate that would help strengthen your argument. Make a list of where you have already looked. Bring this list along with your research notes to the library session.

April 9. Liberal Arts

Read: 1. Pippin, "Liberation and the Liberal Arts"

2. HMC Curriculum Study (1958) (Selections)

As you read, flag the many different reasons offered by these authors in defense of a broad, liberal arts education. Do the objectives in the HMC study match Pippin's vision?

Write: Reading Reaction 12.

April 14. Evidentiary Outlines

Read: Sources for your research paper

Write: Compose a clear evidentiary outline based on the sources you have read so far following the guidelines discussed in class (these guidelines have been posted to Sakai). **Upload your outline to the Sakai Discussion thread, "Evidentiary Outlines."**

April 16. HSA Advising / No Class

Work on your research paper and presentation.

April 21: Class Presentations I

April 23. Class Presentations II

April 28. Class Presentations III

April 30. Peer Review Research Drafts

Write: Post a draft of your research paper to the Sakai Discussion thread, "Research Paper Drafts."

May 1: Peer Review Due by 9 pm.

May 11. Research Papers Due at 5:00pm.