

The Emily Balch Seminars Section 007:
Across Genders, Across Cultures: Transgenderism Around the World
Fall 2013, Bryn Mawr College

Classroom: Thomas Hall 118
Instructor: Dr. Casey J. Miller
Office: Dalton 202
Office Hours: By appointment

Class Times: Tuesday/Thursday 11:15-12:45
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Course Description: Although every society defines what it means to be male or female, each does so in its own way. Similarly, in every culture there are people and communities whose gender identities do not fall neatly within a simple male/female binary and who thus call into question what it means to be a man or a woman. This first-year seminar introduces students to important issues in the cross-cultural and anthropological study of transgenderism. What roles do culture and society play in shaping and regulating gender and sexuality? How are the experiences of transgender individuals and communities around the world both similar and different? What does the study of transgenderism reveal about how gender and sexual norms are created, continued, and challenged? Together we will look for answers to these and other related questions by discussing and writing about a range of contemporary, historical, ethnographic, and documentary texts that explore transgender lives and cultures from around the globe.

Course Goals: The goal of this Emily Balch Seminar is twofold: first, to have students start to think and reflect critically on the ways in which gendered (and especially transgendered) identities, practices, and norms are constructed and experienced in their own and other cultures; and second, to develop and strengthen a set of writing, analytical, and critical thinking skills that will lay the foundation for a successful career in college and beyond. Specifically, students will:

- Study and practice the art of writing the college essay, including mastering the components of thesis, motive, evidence, analysis, structure, style, and revision
- Develop and exercise critical and active reading, thinking, and writing skills
- Learn how to respond thoughtfully to course texts by constructing clear, convincing, written arguments based on non-obvious claims, developing these claims through reasoning and evidence, and communicating them in clear, readable prose
- Become proficient in the effective and proper use of sources, including understanding the logic and practice of citation and documentation and how to avoid plagiarism
- Become conscious of writing as an individualized process, develop effective writing habits and strategies, and realize the importance of drafting and revision
- Learn how to communicate one's ideas and questions effectively in a college seminar environment, including how to participate constructively in class and how to constructively give and receive feedback from one's peers

Required Texts:

Foucault, Michel. Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-Century French Hermaphrodite.
Newton, Esther. Mother Camp: Female Impersonators in America.

Kulick, Don. Travesti: Sex, Gender and Culture among Brazilian Transgendered Prostitutes.

Reddy, Gayatri. With Respect to Sex: Negotiating Hijra Identity in South India.

Hacker, Diana. A Pocket Style Manual, 6th ed.

Harvey, Gordon. Writing with Sources.

Apart from Writing with Sources, which is supplied to students by the ESem program free of charge, these texts are all available for purchase at the college bookstore and any major online bookseller. Books will also be made available at Canaday Library on reserve and/or online. Additional course readings will be posted on the course Moodle site. Please bring copies of all assigned readings with you to the appropriate class.

Course Requirements and Evaluation:

15% Pre-Draft Writing Assignments

50% Major Writing Assignments

 Essay 1 10%

 Essay 2 15%

 Essay 3 25%

20% Class Participation

10% Peer Review Letters

5% Final Portfolio

Course Policies and Expectations:

Attendance: This course is discussion-oriented; coming to every class meeting on time and ready to contribute is essential not only to the class as a whole but to your individual progress as a writer. Students who are significantly or recurrently late will be considered absent. If you must miss a class for any reason, please notify the instructor in advance (i.e. more than 24 hours before the class you will miss) providing a reason for your absence. Students are allowed three absences per semester; every absence after your third will result in a reduction of your final grade in the course by one third a letter (a B+ grade will be lowered to a B) and your dean will be notified. Seven or more absences over the semester will result in a failing grade for the course.

Participation: Because this course is primarily discussion-based, class participation is particularly important. Please come to each class on time, having completed any reading and/or writing exercise that is assigned for the day, and ready to participate fully in class discussions and activities. If there is a reading assigned for a class, please bring a copy of the reading, with prepared notes, questions, and comments, and be ready to share your ideas with others. To be prepared for class, you should feel comfortable with the assigned reading and be able to discuss its merits and drawbacks, i.e. have a firm grasp of what and where the author's thesis is, know the basic outline of the piece's argument, have assessed the strengths and weaknesses of the evidence and analysis brought to bear, and come with questions, concerns, or uncertainties. Students who repeatedly come to class unprepared to participate will be marked absent.

As part of your class participation grade, each student will be required to sign up to lead class discussion of the assigned reading on a given day, beginning with a short (5-10 minute) presentation about the reading. Additional details and a presentation sign-up sheet will be provided later on in the course.

Conferences: Students will meet one-on-one with the instructor **five** times during the semester for 20-minute conferences, which will enable you to receive detailed and personalized feedback from me on your writing as well as give you a chance to raise questions or concerns about the assignments. Sign-up sheets will be posted in advance on Moodle. Conference attendance is mandatory, and not showing up for a conference will count as an unexcused absence. Please bring all relevant materials to the conference, including drafts, comments, revisions, outlines, etc. It is the student's responsibility to come to conference with a set of concerns regarding their writing or essay drafts that they wish to discuss.

Peer Review Workshops: In addition to conferences, peer review workshops provide another important opportunity for students to receive and give critical and constructive feedback about the writing process to their peers. When rough drafts are due, you will hand in three copies: one for the instructor, and two for your peer review partners. You will also receive copies of the rough drafts of your two peer review partners. All students are responsible for carefully reading their partners' rough drafts, composing a thoughtful and useful peer-review letter, and sharing feedback with your peers during the following peer review workshop. I will look for evidence of revisions that address the points made in peer review letters in the final drafts of the essays you hand in and will factor in such evidence when assigning grades.

Essay Formatting: All essays (rough and final drafts) must meet the following conditions:

- Be typed in **12-point Times New Roman** (or equivalent) font
- Be double-spaced, with **1 inch margins** (be sure to adjust the default page settings if using Microsoft Word)
- Contain your **last name and page number** in the header or footer of every page following the first
- **Cite all sources** using MLA (or equivalent) format

Portfolio: All class essays and assignments (including in-class exercises, essay drafts, feedback, revisions, etc.) should be kept in a folder which you will be responsible for handing in at the end of the semester. Students' portfolios give an overview of their work and overall progress throughout the semester, and are important in assigning final grades. *Staying organized and adding class essays and assignments to your folder as the semester progresses instead of trying to assemble the portfolio at the end of the semester will make your life much easier!*

Late Work: Pre-Draft Assignments and Peer Review Letters are due in class on the day they are listed on the syllabus, unless otherwise noted. Essay Drafts and Final Essays are due in my office mailbox by noon on the day they are listed on the syllabus. Extensions will not be granted unless there are extenuating circumstances and in any case require more than 24 hours advance notice (i.e. extensions will not be granted the night before an assignment is due for any reason). Papers will be marked down a grade for each day they are late (i.e. a B+ paper turned in a day late will receive a B). Late pre-draft assignments will not be graded.

The Writing Center: In addition to receiving feedback on their writing from the instructor and their peers, students are encouraged to make use of the resources available to them through the Bryn Mawr College Writing Center, where a staff of trained undergraduate tutors offer individual sessions to help students with their writing assignments, including rough drafts and final essays.

To encourage students to take advantage of this (free!) service, I will grant students who visit the Writing Center a 24-hour extension on the due-date of the final draft of their essay (only one extension per assignment). To receive the extension, please request that a conference summary be sent to the instructor following your Writing Center appointment.

The Writing Center is located on the first floor of Canaday Library. It is open Monday-Thursday from 2-6 and 7-10 p.m. and on Sunday from 2-8 p.m. Appointments may be made online at www.brynmawr.edu/writingcenter.

Honor Code: Maintaining one’s individual academic integrity is a crucial component of the Bryn Mawr College Honor Code (<http://sga.blogs.brynmawr.edu/honor-board/honor-code>). As specified in the Honor Code’s policies on academic work, “Sources of information and of ideas and opinions not the student’s own must be clearly indicated; the source of direct quotations must be acknowledged. Failure to do so constitutes plagiarism.” Part of this course will be devoted to discussing the logic and practice of the proper use and documentation of sources in written work; however, every student bears the primary responsibility for understanding the nature and importance of academic honesty, and *any* instances of plagiarism will not be tolerated. If a student has any questions or concerns at any time about source documentation and plagiarism, they should contact the instructor immediately.

Access and Accommodations: Students who think they may need accommodations in this course because of the impact of a learning difference are encouraged to meet with me privately early in the semester. Students should also contact Deb Alder, Coordinator of Access Services, at 610-526-7351 or dalder@brynmawr.edu, as soon as possible, to verify their eligibility for reasonable accommodations. Early contact will help to avoid unnecessary inconvenience and delays.

Course Schedule:

WEEK	DAY	READ	WRITE	DISCUSS
Week 1	Tues, Sep 3	Syllabus	Self-introductions, self-diagnostics	Course overview and introduction
	Thurs, Sep 5	Foucault Introduction and My Memoirs pp. vii-xiv, 3-21; Teich Ch. 1 pp. 1-13	Foucault’s thesis (Moodle)	Close Reading, Elements of the Academic Essay
	Fri, Sep 6	Conferences		

Week 2	Tues, Sep 10	Foucault pp. 21-87	Pre-Draft 1.1	Active reading strategies, thesis and motive
	Thurs, Sep 12	Foucault pp. 87- 115	Pre-Draft 1.2	Thesis and motive development
Week 3	Tues, Sep 17	Foucault The Dossier pp. 120- 151; Fausto- Sterling Ch. 1 pp. 1-16	(Work on Essay 1 Draft)	Evidence and analysis
	Wed, Sep 18	Essay 1 Draft due		
	Thurs, Sep 19	Fausto-Sterling Ch. 3 pp. 45-77	Reaction to Fausto-Sterling (Moodle)	Close reading of Fausto- Sterling (thesis, motive, evidence, analysis)
	Fri, Sep 20	Conferences		
Week 4	Tues, Sep 24	Newton Prefaces and Ch. 1 pp. xi- 19; Teich Ch. 8 pp. 114-127	Peer Review Letters Due	Style, Peer Review Workshop
	Thurs, Sep 26	Newton Chs. 2-3 pp. 20-58	(Work on Essay 1)	Lens Analysis
	Fri, Sep 27	Essay 1 due		
Week 5	Tues, Oct 1	Newton Ch. 4 pp. 59-96, Garber pp. 1-17	Pre-Draft 2.1	Thesis and motive in the lens essay
	Thurs, Oct 3	Newton Chs. 5-6 pp. 97-131	Pre-Draft 2.2	Film: <i>Paris is Burning</i>
Week 6	Tues, Oct 8	Smith (TBA)	Reaction to Smith (Moodle)	Close reading of Smith (structure, transitions, style)
	Wed, Oct 9	Zadie Smith, Emily Balch Speaker Series, McPherson Auditorium, Goodhart Hall, 7:30 p.m.		
	Thurs, Oct 10	Kulick Introduction and Ch. 1 pp. 1-43	Pre-Draft 2.3	Introductions and conclusions
Week 7	Tues, Oct 15	Fall Break		
	Thurs, Oct 17			

Week 8	Tues, Oct 22	Kulick Ch. 2 pp. 44-95	(Work on Essay 2 Draft)	Grammar and punctuation (in class-workshop)
	Wed, Oct 23	Essay Draft 2 due		
	Thurs, Oct 24	Kulick Ch. 3 pp. 96-133	Reaction to Kulick (Moodle)	Evidence and analysis (in class-workshop)
	Fri, Oct 25	Conferences		
Week 9	Tues, Oct 29	Kulick Ch. 4 pp. 134-190	Peer Review Letters Due	Peer Review Workshop
	Thurs, Oct 31	Harvey Chs. 1-2 pp. 1-28	(Work on Essay 2)	Working with sources, citation
	Fri, Nov 1	Essay 2 due		
Week 10	Tues, Nov 5	Kulick Ch. 5 pp. 191-238	Reaction to Kulick (Moodle)	Multi-Lens Essay
	Thurs, Nov 7	Butler pp. 6-9, 128-141	Butler's argument(s) (Moodle)	Close reading of Butler (style)
	Fri, Nov 8	Pizza party and film screening: <i>Tootsie</i> 6:30 p.m. English House Room I		
Week 11	Tues, Nov 12	Reddy Chs. 1-2 pp. 1-43	Pre-Draft 3.1	Lackluster sentences
	Thurs, Nov 14	Reddy Ch. 3 pp. 44-77	Pre-Draft 3.2	Topic sentences and effective paragraphs
	Fri, Nov 15	Conferences		
Week 12	Tues, Nov 19	Reddy Chs. 4-5 pp. 78-120	Reaction to Reddy (Moodle)	Film: <i>Bombay Eunuch</i>
	Thurs, Nov 21	Reddy Ch. 6 pp. 121-141	Pre-Draft 3.3	Workshop draft theses and motives
Week 13	Tues, Nov 26	Reddy Ch. 7 pp. 142-185	Pre-Draft 3.4	Workshop draft introductions
	Thurs, Nov 28	Thanksgiving Vacation		
Week 14	Tues, Dec 3	Reddy Chs. 8-10 pp. 186-232	(Work on Essay 3 Draft)	Titles discussion and workshop
	Wed, Dec 4	Essay 3 Draft due		

	Thurs, Dec 5	Harvey Ch. 3 pp. 29-44, Honor Code IV Section A	Reaction to Harvey (Moodle)	Film: <i>You Don't Know Dick</i>
	Fri, Dec 6	Conferences		
Week 15	Tues, Dec 10	Stryker pp. 121- 153	Peer Review Letters Due	Peer Review Workshop
	Thurs, Dec 12	Bornstein pp. 236- 243; Wilchins pp. 547-551	Reactions to Bornstein and Wilchins (Moodle)	Wrap-up and end-of-class party
	Fri, Dec 13	Essay 3 due Portfolios due		