

GWSS 1006: Skin, Sex, and Genes

Fall 2017 Course Syllabus

Canvas Site

Lectures: Monday/Wednesday 10:10AM – 11:00AM, Anderson 250
Sections: See MyU for automatic section registration

Lecturer: Dr. Aren Aizura
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Sections:

Discussion Section 002: Friday 10:10 AM - 11:00 AM, Amundson Hall 158
Discussion Section 004: Friday 10:10 AM - 11:00 AM, Amundson Hall 116
Discussion Section 005: Friday 11:15 AM - 12:05 PM, Amundson Hall 104
Discussion Section 007: Wednesday 06:00 PM - 06:50 PM, Amundson Hall 162

Getting in touch: Email your section instructor with questions before you get in touch with Professor Aizura. We answer emails from Monday-Friday, 9am-5:30pm. We endeavor to reply within three days.

Course Description

When we are born, a doctor decides if we are male or female. In doing so doctors rely on a body of scientific knowledge that “explains” race, sex, and sexuality. These

concepts are often assumed to be natural, biologically determined and unchangeable. But do scientific conceptualizations of sexual and racial difference always make sense? How did scientific knowledges about race, sexuality and gender emerge? This course examines scientific ways of knowing about sex and gender as discourses invested in particular forms of power, aimed at “disciplining” bodies. We look at biology, genetics, zoology, medicine, and other scientific disciplines from the perspective of feminist science studies, which studies how technology and science produces both liberatory and oppressive relations between and across genders, sexes, sexualities, races, species, abilities, classes, and environments. We explore how “sex” came to be understood as a biological or bodily category as opposed to “gender”. We also explore how diverse sexual and gendered practices like homosexuality, transgender, intersex and sexual “perversions” have been conceived scientifically in relation to “normal” sexuality. We explore the political implications of contemporary debates about race/gender/sexuality in science such as: medical experimentation; brain sex; sociobiology and sexual selection; the genetics of “race”; contagion and disease; pregnancy, abortion, and assisted reproductive technologies; bioethics and disability; and athletic gender verification testing.

Course objectives

1. Employ feminist science studies to question whether historical and contemporary scientific endeavors have always been liberatory, enlightened, and beneficial;
2. Locate the structures of power that influence or create scientific belief systems;
3. Apply feminist intersectional analytical approaches toward scientific theories & practices;
4. Identify the need for feminist & other critical theory to influence the creation of scientific knowledge, policy, and practice;
5. Critically analyze scientific constructions of species, gender, sexuality, and race;
6. Critically analyze social constructionism itself, against realist/materialist theory;
7. Investigate your own viewpoint on socio-ecological issues, ethics, and theories;
8. Work on your stylistic, grammatical, and organizational writing skills through in-class and formal writing assignments.

GWSS 1006 satisfies two Liberal Education requirements: Social Science Core and Technology & Society Theme.

To satisfy the Social Science Core requirement, a course must meet these criteria:

- The course demonstrates how social scientists describe and analyze human experience and behavior.
- Students manipulate with social science data using one or more of the primary quantitative or qualitative methods for collecting/analyzing these data
- The course identifies key disciplinary resources and evaluates their quality.

- The course explores the interrelationships among individuals, institutions, structures, events, and/or ideas.
- Students examine the roles that individuals play in their cultural, social, economic, and/or political worlds.
- The course promotes multidisciplinary ways of thinking that can be used to synthesize and analyze local, national, and global issues, and the connections among these.
- Students work collaboratively and individually to construct new knowledge.

To satisfy the Technology & Society Theme requirement, a course must meet these criteria:

- The course examines one or more technologies that have had some measurable impact on contemporary society.
- The course builds student understanding of the science and engineering behind the technology addressed.
- Students discuss the role that society has played in fostering the development of technology as well as the response to the adoption and use of technology.
- Students consider the impact of technology from multiple perspectives that include developers, users/consumers, as well as others in society affected by the technology.
- Students develop skills in evaluating conflicting views on existing or emerging technology. -Students engage in a process of critical evaluation that provides a framework with which to evaluate new technology in the future.

For more information, download this PDF:

<http://www1.umn.edu/usenate/cle/cleguidelines052108.pdf>

Weekly required readings

This course has one required book:

Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century*. New Press, 2011.

This book is available at the University of Minnesota Bookstore.

Other required readings are in a course packet available from Paradigm Copies, 720 Washington Ave SE. Paradigm is next door to DQ at Washington and Oak Sts.

Check Canvas or the course packet each week for reading assignments and assignment deadlines.

ALWAYS read the assigned readings BEFORE class. This class is reading intensive. Start your readings well in advance of Monday's lecture so you can finish before the lecture. Write notes while you read in a notebook, journal, or your laptop/phone/electronic device. Note down terms you aren't sure of; highlight the sentences you think are key or that help you understand the ideas better; also write down any thoughts you have about the ideas while you're reading.

Grading and Course Requirements

Credits and Workload Expectations: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom to achieve an average grade in the course. Your grade will be based on your performance, meeting assignment deadlines, regular and prompt attendance and class participation.

The grade breakdown is as follows:

Attendance and Participation	10%
In-class Writing Exercises	10%
Critical Reading Responses	20%
Op-Ed Essay	20%
Group Presentations on scientific research	20%
Final Take-Home Exam	20%

Attendance and participation **10%**

An attendance roster will be taken for each section. 5 out of 10 points are for section attendance. 5 points of this grade are awarded for in class participation: asking questions, offering your opinion or a discussion point, responding when you are asked questions in sections and lectures, and participating in activities.

In class writing exercises **10%**

Six short writing exercises will be set in class throughout semester. These will be on articles we have read or topics we have discussed in class. I may ask students to read out or discuss what they write. I will not inform students beforehand about which day or week exercises will be set: they are to test if you are doing reading assignments (think of them as pop quizzes.) You will need to submit these exercises at the end of the lecture; they will not be returned to you unless you ask me specifically. These exercises cannot be submitted at any other time unless you miss a class due to sickness.

Critical Reading Responses or QCQs**20%**

You are responsible for posting a critical reading response of between 150-300 words to your section's Canvas a total of SIX times during the semester. These are informal writing opportunities to demonstrate your critical engagement with your peers on the class material and concepts. Your posts must be submitted as a "QCQ" or Quote / Comment / Question in which you:

- (1) **Quote:** identify a significant quote from the text, including the author's name, the title of the book/journal article, the publication date and page number.
- (2) **Comment:** write a paragraph explaining its significance and how it relates to the author's main claims
- (3) **Question:** pose a question for discussion that arose for you from the quote.

To be counted toward this requirement, QCQs must be posted by 12am on Tuesday night before Wednesday's lecture. No late QCQs will be accepted toward this requirement.

You are also responsible for writing a comment in reply to a classmate's QCQ SIX times across the semester. Your comment should be approximately 150-200 words and include a thoughtful engagement with both your classmate's QCQ and the course material. To be counted, peer comments must also be posted by midnight on Sunday nights. These comments will be graded as pass/fail: all responses that meet the time and length requirements are given full credit (10pts) and posts not meeting these requirements are given zero credit (0pts).

Where to post QCQs: Post to the Discussion forum in your section's Canvas site (if you are Section 004, use the Discussion in Canvas site GWSS 1006 004). The Discussion forums will have a section labelled "QCQs".

Note: you do not need to post a QCQ or comment every week of class. You must post 6 QCQs and 6 comments across the whole semester. 3 out of 6 QCQ posts must be posted by Monday October 22. All 6 QCQ's and comments must be posted by Monday December 3. TAs will distribute a sign-up sheet for QCQs across the semester, so you can remind yourself when to post. If you get behind, please choose different readings to complete your QCQs.

QCQ posts will be graded on a 0-10 scale, where a 10 = OUTSTANDING, or A+ and a 9 = Well done! A! and so on. QCQs will be graded by the TA leading your section.

Op-Ed Essay, due Friday October 12**20%**

For this assignment, you will choose an issue or topic related to the study of race, gender, sexuality and science that you would like to investigate in more depth. Use course and library resources to conduct your research and develop your argument. Compose a 1000 word op-ed essay that presents your position on your chosen issue, supports it with relevant evidence, and communicates it to a general audience. A grading rubric will be posted on Canvas closer to the due date of the essay.

Group presentations on scientific research
Graded in sections in Weeks 14 and 15

20%

This assignment is about having some fun and working collaboratively. It's also a chance to do independent research on a topic relating to the science of gender and sexuality. Groups of six students will research a topic set by Professor Aizura. As a group, you will need to find at least six articles or texts on a particular study, or six articles on some related studies, to kickstart your research. You can look in daily newspapers, in popular science magazines like *Nature*, *New Scientist* or *Scientific American* or in peer-reviewed journals. At least three of the articles need to be from peer-reviewed scientific journals.

Each group will develop an oral and/or multimedia presentation for the class, comprising four sections:

1. Introduce the research you have chosen to present: i.e., what scientific discipline is this research located in? What is the research about? Who authored the study or studies? What scientific method is used in the research project, and what does this involve? What are the researchers findings? What are the implications of the findings?
2. Referring to the material covered in Week Two on the scientific politics of knowledge, outline how sex/gender/sexuality is spoken about as an object of discourse.
3. Research non-scientific forms of knowledge on your topic and outline how they differ to the scientific research topic you have chosen.
4. Talk about your own opinions of the issue or research, what kind of validity you think it has, and how opinions differed within the group about the research. Does other research offer a contradictory perspective on the issue and if so, what?

Groups are expected to meet at least three times outside of class to find a topic, research it, discuss the topic and develop a collaborative presentation. Presentations need to be eight minutes. I expect each student in each group to speak during the presentation.

Possible topics might include: research on the “gay gene”; the effects of endocrine disruptors on sexual or gender identity in humans or fauna; theories about “brain

sex”; gender and athletic performance; sexological research; transgender or transsexuality; medical intervention in intersex conditions; etc.

Final Take-Home Exam

20%

Exam questions put on Canvas on Wednesday December 12. Due Friday December 14 at 12:00pm.

The final take-home exam will contain short answer and short essay questions related to material covered in the assigned readings, lectures, and discussion sections. You will receive an exam study guide one week before the exam.

Grading

Although the assignments accrue up to 1000 points, we will be using an A-F grading system for all assignments. The University mandated "+" and "-" grading symbols will be used with the A-F grading system.

- A: achievement *outstanding* relative to the level necessary to meet course requirements
- B: achievement *significantly above* that level necessary to meet course requirements
- C: achievement meeting the *basic* course requirements in every respects
- D: achievement *worthy of credit* even though it does not meet the basic requirements
- F : performance *failing* to meet the basic course requirements
- S: equivalent to a grade of C or better

Grading will be based on the following categories:

- Critical and thoughtful analysis
- Grasp of key term and concepts
- Initiative taken in researching and reading
- Written expression
- Structure (i.e., research assignment and exam have strong introduction, body and conclusion)
- Correctly formatted in-text citations and bibliography/reference list
- Presentation: assignments typed in 12 point font, double-spaced with wide margins; using correct spelling and grammar. ALWAYS SPELL CHECK YOUR WORK BEFORE PRINTING IT OR SENDING IT IN.

In Class Discussion and Note-Taking

Your enjoyment of and success in this course depends on all of us being present and paying attention. I encourage you to take notes in a notebook during class, rather than

a laptop. If you **MUST** use a laptop to take notes, please be smart about how you work. Opening readings or checking a word or facts in the dictionary/Wikipedia is fine. Checking Facebook, email or any site unrelated to the course during class is not permitted. **Students who are clearly checking their personal email, chatting, or doing other extra-curricular activities during class time will be asked to leave, and will be marked absent for that day's class.**

Class Discussion Guidelines

College classrooms should be spaces of learning and challenge. This class deals with gender, sexuality, race, and injustice in an explicitly political subject matter. In this class we will learn about events and perspectives that challenge mainstream understandings of what is “normal”. In the course of learning about racial and sexual science, we will learn about injustice and violence towards many different populations. We are learning in a moment that demonstrates how important some of these ideas are to the history of the United States: the current U.S. government has shown unprecedented sympathy towards racist anti-black, anti-immigrant and Islamophobic sentiment, and is fomenting hatred of women, gays and lesbians, and trans people. No matter where we stand on the political spectrum, this means feelings are running high. My philosophy as a teacher is that bodies and feelings are just as much a part of learning as intellectual thought: the challenge is to incorporate “feelings” and “intellect” with each other and to keep open to others’ perspectives. The following guidelines are designed to help us do that:

In order to facilitate class discussions in class and online, we will adhere to the following guidelines. Simply put, **we take care of each other and we solve problems together.**

- 1) By being here, we acknowledge that injustice exists in many forms (e.g. sexism, racism, classism, ageism, transphobia, homophobia, anti-semitism, ableism, etc.)
- 2) To have a critical understanding of injustice, we need to recognize that we have been systematically taught misinformation about how society works and about individuals: both those we feel similar to, and those we think of as different from us. This is true for dominant (e.g. white, male, cisgender, heterosexual, upper-class, able-bodied, etc.) and subordinate (e.g. people of color, women, poor and working class folks, queer people, trans people, disabled people, Jew, etc.) populations. Please remember this as you do your readings and participate in discussions.
- 3) We cannot be blamed for the misinformation that we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
- 4) We aren't here to judge others, we are here to grow into knowledge and allow others to do the same. No-one is perfect. I am not a perfect instructor, you are

not perfect students, and the authors we read are not perfect either. Sometimes we may not know the “correct” language to refer to trans and gender nonconforming people/culture/politics; sometimes we may think others are using the “wrong” language. We are not looking for the correct or politically inarguable perspective or insight, but for insight coming from a place of integrity and respect.

- 5) We do not demean, devalue, or in any way put down people for their experiences.
- 6) Learning might be uncomfortable at times. Classrooms are not “safe” spaces; sometimes, the best learning experiences we have are moments of great discomfort. Because of this, **we take care of ourselves and each other**. Take care of yourself in the classroom. If you are feeling triggered or uncomfortable, do what you need to do: take five minutes break from the classroom, suggest everyone change the subject, tell me you’re having a hard time. We also **solve problems together**: if you hear something that you disagree with, say so in a respectful and clear way.
- 7) Step up/step back: some people feel comfortable talking often in class; others tend to think a lot but don’t express themselves verbally. Some people feel really anxious about talking in class; some people need a certain silence or space before they can speak up. If you notice that you tend to talk a lot, try stepping back and creating space for others to speak. Or try asking other classmates a question. If you usually remain silent during discussions, try stepping up and challenging yourself to make a brief comment or ask a question.

Finally, please be aware that this course includes topics that are sexually explicit, controversial and may make you uncomfortable. If you choose to take this class, you are responsible for completing all reading and written assignments. Remember that you do not have to agree with all of the material presented in this class. However, you are required to read, listen, think, and write about the views presented.

Class Attendance and Late Assignments

In order to succeed in this course, you need to attend classes, complete assignments on time and keep up with the weekly readings. Part of your final grade will be based on your attendance. As an instructor, it’s my responsibility to offer interesting, fun and challenging teaching material. In return, I expect students to attend classes on time, to participate in group activities, to ask questions, pay attention and think critically.

Attendance: It is important to attend all lectures and sections. Attendance is not taken at lectures; it is your responsibility to attend lectures or obtain notes from your classmates if you skip. Section attendance is taken every week. If you need to miss a section for your health or well-being, please email your section instructor and let them know.

I do not penalize absences in grading. However, if you miss more than one class, please contact your section instructor and request makeup work. Makeup work cannot cover extensive absences. While we will take attendance at sections, I will not be keeping track of individual student's attendance grade during semester; it is your responsibility to keep track of your attendance and to turn up to class.

Late Assignments: I do not accept late assignments or give extensions except in emergencies such as documented illness or a personal crisis. If you are having serious health problems or a personal emergency and wish to ask for an extension, email your section instructor AT LEAST THREE DAYS before the assignment is due. If you have accommodations, please email your section instructor or Professor Aizura AT LEAST THREE DAYS before the due date so we can negotiate an extension. Assignments submitted late without an extension will drop a grade for each day late.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Disability Policy Statement

Disability Accommodations: Students with disabilities who will require disability accommodations in this class are encouraged to make their requests at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately on 612-626-1333. The DRC office is located on the first floor of the Macnamara Alumni Center. If for some reason you're unable to obtain disability accommodations from the DRC, or unable to get an appointment, please email me or visit me in office hours to arrange accommodations individually. For additional information, visit <http://diversity.umn.edu/disability/home>.

Food and Housing Insecurity

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their undergraduate education, is urged to contact Emily O'Hara, the Care Manager at Student Services,

eohara@umn.edu, 612-625-2517, and <http://caremanager.umn.edu>. The Nutritious U Food Pantry is underway and more information can be found here <https://gopherlink.umn.edu/organization/NUP>. Second Harvest Heartland is an organization that can assist with assistance programs. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can mobilize. (PS There is always some food in my office for everyone and anyone.)

Undocumented Students

If you are an undocumented student and need support, please contact me if you feel comfortable doing so. There is a UMN group of faculty and staff who are working together to provide support as well that you may access. Marissa Hill-Dongre with the University Immigration Response Team can help. You may email immigration@umn.edu and find additional information here: <http://immigration.umn.edu/services-resources/university-minnesota-twin-cities-resources>.

Assistance With Writing

1. Make an appointment with a writing tutor at Student Writing Support, <http://writing.umn.edu> 612.625.1893, a service offering face-to-face tutoring for all U of M students by appointment in Nicholson Hall and walk-in satellites around campus.
2. Make an appointment with SWS.online, a service offering online writing consultations (you submit and receive comments on your paper electronically, and meet with your consultant online for a follow-up chat).

Date	Topic	Readings
Week 1 9/5	Introduction	<ul style="list-style-type: none"> ● Please read the syllabus in preparation for class today.
Week 2 9/10 and 9/12	Science and the Politics of Knowledge	<ul style="list-style-type: none"> ● Michel Foucault, “Method”, excerpt from <i>The History of Sexuality Vol I</i>. ● Banu Subramaniam, “Moored Metamorphoses: A Retrospective Essay on Feminist Science Studies,” <i>Signs</i> 34: 4 (2009), 951-980.
Week 3 9/17 and 9/19	Histories of Racial and Gendered Science	<ul style="list-style-type: none"> ● Dorothy Roberts, <i>Fatal Invention</i> Ch. 1, “The Invention of Race” and Ch. 2, “Separating Racial Science From Racism” ● Londa Schiebinger, “Theories of Gender and Race,” in <i>Nature’s Body</i>. ● Patricia Hill Collins and Sirma Bilge, “What is intersectionality?” In <i>Intersectionality</i> (London: Polity Press, 2016), 1-18.
Week 4 9/24 and 9/26	New Racial Sciences	<ul style="list-style-type: none"> ● <i>Fatal Invention</i> Ch 3, “Redefining Race in Genetic Terms” ● Kim Tallbear, “DNA and Native American Identity,” In <i>Indivisible: African-Native American Lives in the Americas</i>, ed. Gabrielle Tayac. Washington, D.C.: Smithsonian National Museum of the American Indian, 2009: 69-75. ● Op-ed article: Merlin Chowkwanyun, “Race Is Not Biology: How unthinking racial essentialism finds its way into scientific research,” <i>The Atlantic</i> May 23 2013.
Week 5 10/1 and 10/3	Technologies of Racialization	<ul style="list-style-type: none"> ● <i>Fatal Invention</i> Ch 4, “Medical Stereotyping” and Ch 5, “The Allure of Race in Biomedical Research”
Week 6 10/8 and 10/10	Biocitizenship and Disability	<ul style="list-style-type: none"> ● <i>Fatal Invention</i> Ch. 9, “Race and the New Biocitizen” ● Martha Saxton, “Disability Rights and Selective Abortion,” in <i>The Disability Studies Reader</i>, 2nd edition, 105-116.
Week 7 10/15 and 10/17	Feminist Health and Reproductive Justice	<ul style="list-style-type: none"> ● Iris Ofelia López, Introduction, <i>Matters of Choice: Puerto Rican Women’s Struggle for Reproductive Freedom</i> (New Brunswick: Rutgers University Press, 2008), ix-xxv. ● Laura Mamo and Jennifer Ruth Fosket, “Scripting the Body: Pharmaceuticals and the (Re)Making of Menstruation.” <i>Signs</i> 34: 4 (2009), 925-949.

		Wednesday: Film, <i>No Mas Bebés</i> , directed by Renee Tajima-Peña
Week 8 10/22 and 10/24	Evolutionary Biology and Sexual Selection	<ul style="list-style-type: none"> Joan Roughgarden, <i>Evolution's Rainbow</i> Chs 1-4 (13-49) Charles Darwin, "Sexual Selection" in Robert Nye, <i>Sexuality</i>: 208-209. Roger Lancaster, Ch 6 "Sexual Selection," in <i>The Trouble With Nature: Sex in Science and Popular Culture</i>, 80-90
Week 9 10/29 and 10/31	Heteronormativity and Sociobiology	<ul style="list-style-type: none"> Joan Roughgarden, <i>Evolution's Rainbow</i> Chs 5 & 6 Roger Lancaster, Ch 7 "The Selfish Gene," in <i>The Trouble With Nature: Sex in Science and Popular Culture</i>, 91-102 Lauren Berlant and Michael Warner, "Sex In Public." <i>Critical Inquiry</i> 24: 2 (1998), pages 547-557.
Week 10 11/5 and 11/7	Regulating Biological Sex	<ul style="list-style-type: none"> Claire Ainsworth, "Sex Redefined," <i>Nature</i> magazine, 19 February 2015. Excerpts from OII Europe, <i>Standing Up for the Rights of Intersex People: How Can You Help?</i> Jordan Young and Karzakis, "You Say You're A Woman? That Should Be Enough," <i>New York Times</i>, June 17 2012. Suzanne J. Kessler. "Defining and Producing Genitals," in <i>Lessons from the Intersexed</i>. New Brunswick: Rutgers University Press, 2002, 33-51. <p>Wednesday: Film, XXXY (2000), Berkeley Media Group. https://vimeo.com/66443054</p>
Week 11 11/12 and 11/14	Medicalizing Transness	<ul style="list-style-type: none"> Dean Spade, "Mutilating Gender," in <i>The Transgender Studies Reader</i> JR Latham, "Axiomatic: Constituting 'transexuality' and trans sexualities in medicine," <i>Sexualities</i> 22:1 (2018).
Week 12 11/19 Class canceled 11/21 for Thanksgiving	Brain Sex and Paradigms of Hardwired Sex Difference	<ul style="list-style-type: none"> Simon Baron-Cohen, Ch 1 "The Male and Female Brain" in <i>The Essential Difference: Male and Female Brains and the Truth about Autism</i>. Rebecca Jordan-Young and Rafaela Rumiati, "Hardwired for Sexism? Approaches to Sex/Gender in Neuroscience," <i>Neuroethics</i> (2012) 5:305-315

<p>Week 13 11/26 and 11/28</p>	<p>“Born This Way”</p>	<ul style="list-style-type: none"> ● Simon LeVay, <i>Queer Science: The Use and Abuse of Research into Homosexuality</i>. Intro. and chapters on “Hormones,” “Genes”. ● Roger Lancaster, Ch 18, “The Biology of the Homosexual,” in <i>The trouble with nature: sex in science and popular culture</i>. 240-257. <p>Wednesday: Film, <i>Survival of the Fabulous</i>, https://www.youtube.com/watch?v=Pm1eEONoAMY</p>
<p>Week 14 12/3 and 12/5</p>	<p>Sexuality. Gender and Race in the 21st Century</p>	<ul style="list-style-type: none"> ● Roger Lancaster, Ch. 19, “Desire Is Not a Thing,” in <i>The trouble with nature: sex in science and popular culture</i>. 258-267. ● Zing Tsjeng, “Teens These Days Are Queer AF,” <i>Vice</i>, March 10 2016, https://broadly.vice.com/en_us/article/teens-these-days-are-queer-af-new-study-says
<p>Week 15 12/10 and 12/12</p>		<ul style="list-style-type: none"> ● Monday: Film, TBA ● Wednesday: Final Take-Home Exam handed out during lecture