
G235: Scientific Understandings of Sex and Gender Fall 2009

Tuesday/Thursday 1:00—2:15pm
Library Auditorium (LI 033)

Instructor: Professor Aren Aizura
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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 makes sense of sex, gender and sexuality. These three concepts are often assumed to be natural, biologically determined and unchangeable. But what do sex, gender and sexuality mean? Do scientific conceptualizations of sexual difference or sexuality always make sense? How did scientific knowledges about sex 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 will study understandings of sex and gender from the perspective of different scientific disciplines, including biology, sexology, zoology, medicine and the social sciences. We explore the history of how “sex” came to be understood as a biological or bodily category as opposed to “gender”, understood as social or cultural, and challenges to the sex/gender distinction. We also explore how diverse sexual and gendered practices like homosexuality, transgender, intersex and sexual “perversions” have been conceived scientifically in relation to what is understood to be “normal”. Finally, we explore the political implications of contemporary debates around gender and sexuality in science such as: the existence of gay and transgender animals; the “gay gene”; assisted reproductive technologies; and surgical intervention on intersexed infants.

Course Goals and Objectives

- Demonstrate an understanding the importance of scientific knowledge in constructions of sex and gender
- Demonstrate a knowledge of key terms and concepts in discussing science, sex and gender
- Demonstrate skill in researching, planning and writing papers, incorporating an analytical understanding of key concepts in the course

- Demonstrate the ability to form your own position within debates about whether gender-specific behaviors are biological and natural or socially constructed
- Demonstrate the ability to work collaboratively with fellow students and present material in class
- Be able to think critically about scientific distinctions made between “normal” and “abnormal” in relation to gender and sexuality

Required readings

The readings are divided into essential and supplementary lists. Essential readings for each week will be available through Oncourse in the Resources folder.

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 at lectures (see below). 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 Requirements: I will be taking an attendance roll for every class. In some weeks I will ask you to complete an in-class assignment or submit an assignment handed out during the week. These assignments will not be accepted late, or outside lecture times. If you do not attend lectures, you won't receive grades for these assignments. If you need to miss a lecture for medical or personal reasons, please talk to me in advance or provide me with a medical certificate.

Late Assignments: Assignments turned in after their deadlines will be marked down a ½ grade for each day late (e.g., A goes to A-) unless other arrangements have been made in advance or in instances of documented medical reason.

If you are having serious health problems or a personal emergency and fall behind, please come and see me as soon as possible. We may be able to arrange for you to catch up on missed work. I can also direct you to student services that may assist you if you're having difficulties. However, attending classes and completing assignments on time is the best way to keep up with the course.

Grading

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%
Mid-term research paper (ten pages)	30%
Group project and presentation	20%
Final take home exam	30%

Attendance and participation **10%**

An attendance roster will be taken for each lecture. 5% of this mark is for in class participation: asking questions, offering your opinion or a discussion point, responding when I ask questions, taking part in group activities etc. Students who participate are asked to sign an additional roster that will be available at the end of each class, and will be used to tally this mark.

In class writing exercises **10%**

Six short free writing exercises will be set throughout semester at my discretion. I will not inform students beforehand about which day or week exercises will be set. I may ask students to read out or discuss what they write. You will need to submit these exercises at the end of the lecture; they will not be handed back unless you ask me specifically. These exercises cannot be submitted at any other time, unless you miss a class due to sickness and can offer written documentation, i.e. a medical certificate.

Mid-term paper (twelve pages) **30%**
Due Tuesday October 20

Students will be asked to write a paper on a given topic, relating to the first four weeks of the course. I will distribute essay questions in Week Three.

Group presentation on scientific research **20%**
Graded in class in Week 11, November 10 and 12.

This assignment is about having some fun and working collaboratively. It's also a chance to do independent research on a topic relating to scientific research on sex and gender that interests you. A number of project topics will be tabled in class. You will form groups of six: together you will research the topic. 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 kick start 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 presentation for the class, comprising four sections:

1. Outline 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. This will involve explaining:
 - a. who can speak with the most legitimacy and authority about the issue or research, and who has less legitimacy or authority in this context
 - b. how is the object of discourse – gender, sex or sexuality – spoken about in the context of this scientific research
 - c. what rules and procedures govern what is being said on the topic or issue

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. Do 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
Due December 15

30%

The final examination will cover materials from class sessions and the readings. This will be a take-home exam to be typed with references and a bibliography. The exam paper will be distributed in class on December 3 and will be due on December 15.

Grading Criteria

Grading from A through F 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., essay and exam have strong introduction, body and conclusion)
 Correct referencing and bibliography
 Presentation: assignments typed in 12 point font, double-spaced with wide margins

Ethics

Students are expected to maintain high ethical standards. Any evidence of cheating or plagiarism will be handled according to University procedures.

Note: This class deals with human sexuality in an explicit and straight-forward manner. The subject matter may sometimes be controversial or intense. I encourage lively debate and expect all students to behave with respect for others’ differing opinions. We may also come from a range of different backgrounds and social or political perspectives. Thus, we need to think carefully before we speak in class and not make assumptions about who we are speaking for or to. Hopefully this way we will all learn in a supportive and engaging atmosphere.

Reading Assignments

Week One What's Sex, What's Gender, What's Sexuality? Introduction **September 1 & 3**

Essential Reading

Alsop, Fitzsimons and Lennon, Chapter One, "Natural Women and Men," in Rachel Alsop, Annette Fitzsimons and Kathleen Lennon, *Theorizing Gender*. London: Blackwell, 2002.

Anne Fausto-Sterling, "Introduction," in *Myths of Gender: Biological Theories About Women and Men*. New York: Basic Books, 1985.

Supplementary Reading

Roger Lancaster, *The trouble with nature: sex, science and popular culture*. Berkeley: University of California Press, 2003.

Week Two Science and the Politics of Knowledge **September 8 & 10**

Essential Reading

Michel Foucault, Part Four, Chapter Two, "Method," in *The History of Sexuality Volume One: An Introduction*. New York: Vintage, 1990: 92-103.

Georges Canguilhem, "A Critical Examination of Certain Concepts," in *The Normal and the Pathological*. New York: Zone Books, 1989: 125-149.

Supplementary Reading

Joseph Rouse, "Feminism and the Social Construction of Scientific Knowledge." In Jack Nelson (ed), *Feminism, science and the philosophy of science*. London: Springer, 1996: 195-216.

Judith Lorber, "Believing is Seeing: Biology as Ideology," in B. Arrighi (ed.) *Understanding Inequality: The Intersection of Race/Ethnicity, Class and Gender*. Plymouth: Rowman and Littlefield, 2007: 153-160.

Sandra Harding, *Science and Social Inequality: feminist and postcolonial issues*. Chicago: University of Illinois Press, 2006.

Sandra Harding, *The science question in feminism*. Ithaca: Cornell University Press.

Donna Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," in *Simians, Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1990: 183-202.

Week Three One Sex or Two? The History of Binary Sex September 15 & 17

Essential Reading

Laqueur, Thomas. Chapter Five, "Discovery of the Sexes," in *Making Sex: Body and Gender from the Greeks to Freud*. Cambridge: Harvard University Press, 1990.

Supplementary Reading

Anthony Fletcher, *Gender, Sex and Subordination in England 1500-1800* New Haven: Yale University Press, 1995.

Nellie Oudshoorn, "Endocrinologists and the Conceptualization of Sex, 1920-1940." *Journal of the History of Biology*, 23 (1990), 163-186.

Karen Harvey, "The Century of Sex? Gender, Bodies, and Sexuality in the Long Eighteenth Century." *The Historical Journal* 45: 4 (2002): 906.

Ludmilla Jordanova, *Sexual Visions: Images of Gender in Science and Medicine between the Eighteenth and Twentieth Centuries* (Madison: University of Wisconsin Press, 1989).

Anne Fausto-Sterling, "That Sexe Which Prevaileth," Chapter 2 in *Sexing the Body: Gender Politics and the Construction of Sexuality* (New York: Basic Books, 2000): 30-44.

Week Four "It's Just Human Nature": Biology and Evolutionary Theory September 22 & 24

Essential Reading

Martha McCaughey, "Perverting Evolutionary Narratives of Heterosexual Masculinity: Or, Getting Rid of the Heterosexual Bug," *GLQ: A Journal of Lesbian and Gay Studies*, 3: 261-287.

Edward O. Wilson, Chapter One, "The Morality of the Gene," in *Sociobiology: the new synthesis*. Cambridge: Harvard University Press, 2001.

Supplementary Reading

Ruth Bleier, *Science and gender: A critique of biology and its theories on women*. Elmsford, NY: Pergamon, 1984.

Anne Fausto-Sterling, "Putting Woman in Her (Evolutionary) Place." In *Myths of Gender: Biological Theories About Women and Men*. New York: Basic Books. 156-204.

Donna Haraway, *Primate Visions: Gender, Race and Nature in the World of Modern Science*. New York: Routledge, 1989.

Sandra Harding, *The racial economy of science: Towards a democratic future*. New York: Columbia University Press.

Evelyn Fox Keller, *Secrets of Life, Secrets of Death*. London: Routledge, 1992.

Bobbi S. Low, *Why Sex Matters: A Darwinian Look at Human Behaviour*.

Week Five Sexology: the Medicalization of “Perversion”
September 29, October 1

Essential Reading

- Foucault, Michel. Part Two, “Scientia Sexualis,” in *The History of Sexuality Volume One: An Introduction*. London: Penguin 1990.
- Richard von Krafft-Ebing, from “Congenital Antipathic sexuality in the Female,” in *Psychopathia Sexualis: A Medico-forensic Study*, Trans F J Rebman. New York: Medical Art Agency, 1906, 395-438.

Supplementary Reading

- Vern Bullough, “Sex and the Medical Model.” In *Sex, Society and History* (New York: Science History Publications, 1976): 173-185.
- Stor, Merl. “Transformations: Subjects, Categories and Cures in Krafft-Ebing’s Sexology.” In Lucy Bland and Laura Doan, *Sexology in Culture: Labelling Bodies and Desires* (Chicago: University of Chicago Press, 1998): 11-26.
- Terry, Jennifer. *An American Obsession: science, medicine, and homosexuality in modern society*. Chicago: University of Chicago Press, 1999.
- Lucy Bland and Laura Doan, eds, *Sexology In Culture: Labelling Bodies and Desires*, Cambridge, Polity Press, 1998.
- Havelock Ellis, “Sexual Inversion,” Volume 2 in *Studies in the Psychology of Sex* (3rd ed., orig. 1897), Philadelphia: F.A. Davis and Co., 1928.
- Janice M. Irvine, *Disorders of Desire: Sex and Gender in Modern American Sexology*, Philadelphia: Temple University Press, 1990.
- Alfred C. Kinsey, Wardell B. Pomeroy, and Clyde E. Martin, *Sexual Behaviour in the Human Male*, Philadelphia: Saunders, 1948, and *Sexual Behaviour in the Human Female*, Philadelphia: Saunders, 1953.
- Anne McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. London and New York: Routledge, 1995.
- Veronique Mottier, “Sexuality and Sexology: Michel Foucault,” in Terrell Carver and Véronique Mottier, eds, *Politics of Sexuality: Identity, Gender, Citizenship*, London and New York: Routledge, 1998.
- Jeffrey Weeks, “Havelock Ellis and the Politics of Sex-Reform,” in *Making Sexual History*, Malden, Mass: Polity Press, 2000.

Week Six Essentialism vs Social Constructionism: The Invention of Gender
October 6 & 8

Essential Reading

- Eleanor Maccoby and Carol Jacklin, Chapter One, *The Psychology of Sex Differences*. Stanford: Stanford University Press, 1978: 1-16.
- John Money, Joan Hampson and John Hampson. “Imprinting and the establishment of gender role.” *Archives of Neurology and Psychiatry* 77, 333-336.

Supplementary Reading

- John Colapinto, *As Nature Made Him: the boy who was raised as a girl*. New York: HarperCollins, 2000.
- John Money and Anke Ehrhardt, *Man and Woman, Boy and Girl: gender identity from conception to maturity*. Baltimore: Johns Hopkins University Press.
- John Sloop, "Re-Membering David Reimer: Heteronormativity and Public Argument in the John/Joan Case." In *Disciplining gender: rhetorics of sex identity in US public culture*. Amherst: University of Massachusetts Press, 2004: 25-49.
- Judith Butler, "Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality," in *Undoing Gender*. New York: Routledge, 2004, 57-74.
- Judith Butler, "Subjects of Sex/Gender/Desire," in *Gender Trouble: feminism and the subversion of identity*. New York: Routledge, 1991.
- Judith Butler, *Bodies That Matter: on the discursive limits of 'sex'*. New York: Routledge, 1993.
- Robert Stoller, *Sex and gender: on the development of masculinity and femininity*. New York: Karnac Books, 1984.
- Suzanne Kessler and Wendy McKenna, *Gender: An Ethnomethodological Approach*. Chicago: University of Chicago Press.
- Anne Fausto-Sterling, *Sexing the Body: gender politics and the construction of sexuality*. New York: Basic Books, 2000.
- Milton Diamond, "Prenatal Predisposition and the Clinical Management of Some Pediatric Conditions," *Journal of Sex and Marital Therapy* 22 (1996): 139-47.

Week Seven Medicalizing Transgender Bodies
October 13 & 15

Essential Reading

- Dean Spade, "Mutilating Gender." In Susan Stryker and Stephen Whittle (eds), *The Transgender Studies Reader*. New York: Routledge, 2006: 315-332.
- Harry Benjamin, "The Male Transsexual," in *The Transsexual Phenomenon*. New York: Julian Press, 2006.

Supplementary Reading

- Harry Benjamin, "Transvestism and Transsexualism," *International Journal of Sexology* 7 (1954), 12-14.
- Dwight B. Billings and Thomas Urban, "The Socio-Medical Construction of Transsexualism: An Interpretation and Critique." In Richard Ekins and Dave King (eds), *Blending Gender: Social Aspects of Cross-Dressing and Sex-Changing*. London: Routledge, 1996: 99-117.
- Judith Butler, "Undiagnosing Gender." In Paisley Currah, Richard M. Juang and Shannon Price (eds) *Transgender Rights*. Minneapolis: University of Minnesota Press, 2006: 274-298.
- Susan Stryker, *Transgender History*. Boston: Seal Press, 2008.
- Richard Green and John Money. *Transsexualism and Sex Reassignment*. Baltimore: Johns Hopkins University Press, 1969.
- Bernice Hausman, *Changing sex: transsexualism, technology, and the idea of gender*. Durham: Duke University Press, 1995.
- Dave King, "Gender blending: medical perspectives and technologies." In Richard Ekins

(ed), *Blending Genders: social aspects of cross-dressing and sex-changing*. London: Routledge, 1996: 79-99.

Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States*. Cambridge, Mass: Harvard University Press, 2002.

Sandy Stone, "The Empire Strikes Back: A Post-Transsexual Manifesto." *Camera Obscura* 29 (1992), 151-76.

Week 8 Intersexuality and Normalising Sex
October 20 & 22
Mid-term papers due October 20

Essential readings

Suzanne J. Kessler. "Defining and Producing Genitals," in *Lessons from the Intersexed*. New Brunswick: Rutgers University Press, 2002, 33-51.

Cheryl Chase, "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism." *GLQ: A Journal of Gay and Lesbian Studies* 4: 2 (1998), 189-211.

Supplementary readings

Herculine Barbin, (1980). *Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-Century French Hermaphrodite*, with an introduction by Michael Foucault, trans. Richard McDougall. New York: Pantheon.

Cheryl Chase, "Affronting reason." In Dawn Atkins (ed.), *Looking queer: image and identity in lesbian, bisexual, gay and transgendered communities*. Binghamton, NY: Haworth, 1999.

S. Crasnow, "Models and Reality: When Science Tackles Sex." *Hypatia* 16: 3 (2001), 138-148.

Alice D. Dreger, *Hermaphrodites and the Medical Invention of Sex*. Cambridge, Mass: Harvard University Press, 1998.

Alice D. Dreger, *Intersex in the Age of Ethics*. Maryland: University Publishing Group, 1999.

P. Hegarty and Cheryl Chase, "Intersex Activism, Feminism, and Psychology: Opening a Dialogue on Theory, Research, and Clinical Practice." *Feminism and Psychology* 10 (2000), 117-132.

Katrina Karzakis, *Fixing Sex: Intersex, Medical Authority and Lived Experience*. Durham: Duke University Press, 2008.

Emi Koyama and Lisa Weasel, "From social construction to social justice: Transforming how we teach about intersex." *Women's Studies Quarterly* 30: 3/4 (2002): 169-178.

Emi Koyama, *Suggested Guidelines for Non-Intersex Individuals Writing about Intersexuality and Intersex People*. www.isna.org/pdf/writing-guidelines.pdf 2001.

Sharon Preves, *Intersex and Identity: The Contested Self*. New Brunswick: Rutgers University Press, 2005.

Week 9 Brain Sex and Sexual Dimorphism
October 27 & 29

Essential Reading

Chapter One, "The Male and Female Brain," in Simon Baron-Cohen, *The Essential Difference*. London: Penguin, 2002.

Carina Phillips, "Brain development: the most important sexual organ." *Nature* 427 (2004), 390-392.

<http://www.nature.com/nature/journal/v427/n6973/full/427390a.html>

Supplementary Reading

Ruth Bleier, "Gender Ideology and the Brain: Sex Differences Research." In Notman and Nadelman (eds), *Women and Men: new perspectives on gender differences*. New York: American Psychological Publication, 1990: 63-74.

Gillian Einstein (ed), *Sex and the Brain*. Massachusetts: MIT Press, 2007.

Zhou, Hofman, Gooren and Swaab, "A sex difference in the human brain and its relationship to transsexuality." *Nature* 378 (1995), 68-70.

Catherine Vidal, "Brain, Sex and Ideology," *Diogenes* 52: 4 (2005), 127-133.

Simon LeVay, *The Sexual Brain*. Cambridge, Mass: MIT Press, 1993.

Anne Lawrence, "A Critique of the Brain Sex Theory of Transsexualism,"

http://www.annelawrence.com/twr/brain-sex_critique.html

Andrew N. Sharpe, "A Critique of the Gender Recognition Act 2004", *Bioethical Inquiry* 4 (2007): 33-42.

Celia Roberts, "A matter of embodied fact," *Feminist Theory* 3: 1 (2002), 7-26.

Week 10 Distinguishing Gender and Sexuality
November 3 & 5

Essential Reading

Eve Sedgwick, "Axiomatic." From *Epistemology of the Closet*. Durham: Duke University Press, 1990.

Richard Green, Chapter Four, "Cross-gender Boyhood; Homosexual Manhood" and part of Chapter Five, "Sexual Identity Spectrum," in *The Sissy Boy Syndrome*. New Haven: Yale University Press, 1997: 99-149.

Supplementary Reading

Sedgwick, Eve Kosofsky. "How To Bring Your Kids Up Gay," in *Tendencies*. Durham: Duke University Press, 1994.

J. Michael Bailey, *The Man Who Would Be Queen: The Science of Gender-Bending and Transsexualism*. Washington, DC: Joseph Henry Press, 2003.

Jay Prosser, "Some Primitive Thing Conceived in a Turbulent Age of Transition," in *Second Skins: the Body Narratives of Transsexuality*. New York: Columbia University Press, 1998.

More to be announced later in term.

Week 11 Scientific Explanations of Homosexuality
November 10 & 12
Group presentations made in class this week

Essential Readings

- Simon LeVay, *Queer Science: The Use and Abuse of Research into Homosexuality*. Introduction and chapters on “Hormones,” “Genes”.
- Robert Brooke, Chapter One, “Rights, Choice and the Appeal of Biology,” in *Reinventing the male homosexual: the rhetoric and power of the gay gene*. Bloomington: Indiana University Press, 2002: 1-23.

Supplementary Readings

- Pieter Adriaens and Andreas Block, “The Evolution of a Social Construction: The Case of Male Homosexuality,” *Perspectives in Biology and Medicine* 49: 4 (2006), 570-585.
- Dean Hamer, *The science of desire: the search for the gay gene and the biology of behavior*. New York: Simon and Schuster, 1994.
- Jennifer Terry, “The Seductive Power of Science in the Making of Deviant Subjectivity,” in Vernon Rosario (ed), *Science and Homosexualities*. New York: Routledge, 1997: 271-296.
- Vernon Rosario, “Homosexual Bio-Histories: Genetic Nostalgias and the Quest for Paternity.” In Vernon Rosario (ed), *Science and Homosexualities*. New York: Routledge, 1997.
- Vernon Rosario, “The Biology of Gender and the Construction of Sex,” *GLQ: A Journal of Lesbian and Gay Studies*
- Janet Halley, “Sexual Orientation and the Politics of Biology,” *Stanford Law Review* 46: 3 (1994), 503-568.
- Chandler Burr, *A Separate Creation: The Search for the Biological Origins of Sexual Orientation*. New York: Hyperion, 1996.
- J. Michael Bailey and Richard C. Pillard, “A Genetic Study of Male Sexual Orientation,” *Archives of General Psychiatry* 48 (1991), 1089–96.
- Simon LeVay, “A Difference in Hypothalamic Structure between Heterosexual and Homosexual Men,” *Science* 253 (1991), 1034–37.

Week 12 Can Animals Be Gay? Zoological Diversity and
the “Natural World”
November 7 & 19

Essential Readings

- Chapter One, “Sex and Diversity” in Joan Roughgarden, *Evolution’s rainbow: diversity, gender and sexuality in nature and people*. Berkeley: University of California Press, 2009.
- Ernie Hood, “Are EDCs Blurring Issues of Gender?” *Environmental Health Perspectives* 113: 10 (2005), A670-A677.

Supplementary Readings

- Joan Roughgarden, "Evolution and the Embodiment of Gender," *GLQ: A Journal of Lesbian and Gay Studies* 10: 287-291.
- Jean S. Akers and Clinton H. Conaway, "Female homosexual behavior in *Macaca mulatta*." *Archives of Sexual Behavior* 8: 1 (1979), 63-80.
- Marlene Zuk, *Sexual selections: what we can and can't learn about sex from animals*. Berkeley: University of California Press, 2003.
- Terry, Jennifer (2000) "'Unnatural Acts' In Nature: The Scientific Fascination with Queer Animals," *GLQ: A Journal of Lesbian and Gay Studies* 6: 2, 151-193.
- Volker Summer and Paul L. Vasey, *Homosexual Behaviour in Animals, An Evolutionary Perspective*. Cambridge: Cambridge University Press, 2006.
- Bagemihl, Bruce. *Biological exuberance: animal homosexuality and natural diversity*. New York: St Martins Press, 2000.
- Simon LeVay, Chapter Ten, "Against Nature?" in *Queer Science: The Use and Abuse of Research Into Homosexuality*. Cambridge, Mass: MIT Pres, 1997.

Week 13 Race, Gender, Sexuality: The Science of Nationalism
November 24 & 26

Essential Reading

- Ladelle McWhorter, "Sex, Race, and Biopower: A Foucauldian Genealogy," *Hypatia* 19: 3 (2004), 38-62.

Supplementary reading

- Carter, Julian. *The heart of whiteness: normal sexuality and race in America, 1880-1940*. Durham: Duke University, 2007.
- Nancy Ordovery, *American Eugenics: Race, Queer Anatomy, and the Science of Nationalism*. Minneapolis: University of Minnesota Press, 2003.
- Sandra Harding, *The racial economy of science: towards a democratic future*. Bloomington: Indiana University Press, 2003.
- Siobhan Somerville, *Queering the Color Line: Race and the Invention of Homosexuality in American Culture*. Durham: Duke University Press, 2000.
- Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body," in Brett Beemyn and Mickey Eliason (eds), *Queer Studies: A Lesbian, Gay, Bisexual, & Transgender Anthology*, New York: New York University Press, 1996: 241-61.
- Colette Guillaumin, *Racism, sexism, power and ideology*.
- Nancy Stepan, *The hour of eugenics: race, gender and nation in Latin America*. Ithaca: Cornell University Press, 1991.
- Susan B. Wolf, "Erasing difference: race, ethnicity and gender in bio-ethics," in Ann Donchin and Laura Purdy, *Embodying bioethics: recent feminist advances*. London: Rowman and Littlefield, 1999.

**Week 14 Science Fantasy, Future Sex
December 1 & 3**

Essential Reading

Haraway, Donna. "A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late Twentieth Century." In *Simians, Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1990: 149-182.

Supplementary Reading

Aaron T. Norton and Ozzie Zehner, "Which Half is Mommy?: Tetragametic Chimerism and Trans-Subjectivity," *WSQ: Women's Studies Quarterly* 36: 3-4 (2008), 106-125.

Luciana Parisi, *Abstract sex: philosophy, bio-technology and the mutations of desire*. London: Continuum, 2004.

Melinda Cooper and Catherine Waldby, "The biopolitics of reproduction: Post-Fordist Biotechnology and Women's Clinical Labour," *Australian Feminist Studies* 23: 55 (2008), 57-73.

Alison Adam, "Feminist AI Projects and Cyberfutures," in *The gendered cyborg: a reader*. New York: Routledge, 2000: 276-290.

**Week 15 Revision
December 8 & 9**

**Week 16 Take Home Exam due December 15
December 15 & 17**