



## **Gender & Women's Studies 530: Biology and Gender**

Fall 2020, 3 credits

Blended Format: Online and Tuesday/Thursday 5:30-6:45 PM in 2103 Chamberlain Hall

Instructor: Dr. Kelsey Lewis (she/her/hers) | aklewis2@wisc.edu

Office Hours: Tuesday/Thursday 2:30-3:30 PM on BBCollaborate and by appt.

**\*\*\* Syllabus is subject to change \*\*\* COVID syllabus adjustments are in bold red.**

**A face mask that entirely covers the nose and mouth are required in this class and must be worn properly at all times. If you feel sick, have any viral symptoms, or have been exposed to COVID-19, you may not attend class in-person.**

**I reserve the right to ask you to leave class if any of these terms are violated.**

### **Course Description**

Biology & Gender is an interdisciplinary course unlike most other GWS or other science courses. We will explore biological notions of sex, gender, and sexuality while examining how cisheteronormative biases shape the production of scientific knowledge. You will read excerpts of 3 books written by biologists of different backgrounds and perspectives, as well as utilizing both peer-reviewed and popular articles, websites, and a documentary. By the end of this course, students should be able to analyze biological texts and identify gendered language and cisheteronormative biases.

### **Course Format**

This course follows Traditional Carnegie Definition of a Credit Hour: One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.

In an effort to reduce the risk of COVID exposure, this course will utilize online learning extensively. The weeks that we do not meet in-person (week 1 and weeks 13-15), the entire class will meet online during the timeslots on both Tuesday and Thursday. During the weeks that we have in-person classes (week 2 through week 12), half of the students will meet in the Tuesday timeslot and the other half will meet in the Thursday timeslot. These weeks will also have online recorded lectures that need to be watched on your own time before your in-person class meets. Assignments to either the Tuesday group or the Thursday group are TBD.

Online classes and office hours with Dr. Lewis will happen in BBCollaborate.

### **Course Learning Objectives**

In this course, you will learn to . . .

- . . . identify inappropriate gendered language in medical and scientific studies
- . . . identify assumptions about sex, gender, and sexuality in medical and scientific studies
- . . . analyze and critique biological studies with a feminist perspective

## **Gender & Women's Studies**

University of Wisconsin-Madison

Sterling Hall, 475 North Charter Street, Madison, Wisconsin 53706

email: aklewis2@wisc.edu www.alicekelseyLewis.net

### **COVID Guidelines for this course:**

A face mask that entirely covers the nose and mouth are required in this class and must be worn properly at all times. If you feel sick, have any viral symptoms, or have been exposed to COVID-19, you may not attend class in-person. I reserve the right to ask you to leave class if any of these terms are violated.

#### Additional COVID guidelines:

- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the COVID-19 Symptom Tracker daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more information on testing including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.
- Follow specific guidance on classroom seating and furniture use. "Sit Here Signs" will be placed in classrooms to indicated where students should sit, as well as floor decals to indicate where furniture should be placed and remain.
- Limit the sharing of materials (papers, books, writing utensils, calculators, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- Food and beverages are not allowed in instructional spaces. For students who may need access to food or beverages during class (e.g., medical condition, other accommodation or circumstance) may do so while wearing face coverings. If this will be a reoccurring situation, students should discuss their on-going need with their instructor.
- Carefully observe and follow health and safety signs posted inside and outside the classroom
- Course start and stop times are not staggered. At their discretion, instructors may start or end class a few minutes off schedule to avoid congestion in the halls.
- Clean desks and seats before and after class with the provided classroom supplies and wipe off hands with disinfectant wipes. The provided cleaning supplies will be safe for skin contact; gloves are not needed. See guidance for cleaning classrooms.
- Exit the classroom as quickly as possible to allow the next section to transition in safely
- Be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

## **Assessment**

Grades are based on a total of 1000 possible points from participation, assignments, online discussion posts, quizzes, and the semester project.

### Grades

A 930-1000 points

AB 890-929 points

B 830-889 points

BC 780-829 points

C 700-779 points

D 601-699 points

F 0-600 points

**Use APA format for all citations for this course.**

### **Late Work**

Notify the instructor immediately if you are sick, have a family emergency, or a personal issue and need an extension for an assignment, a discussion post, quiz, etc. Extensions are at the discretion of the instructor. Unexcused late work will lose 10% possible points each day that it is late for up to one week. After one week, you will receive 0 points for unexcused late work.

### **Participation (40 pts)**

Participation online and/or in-person is required for this course. In-class participation and discussion is important, but online participation (additional to the required online discussion posts) will count towards participation. You absolutely may not come to in-person class if you are sick or suspect that you have been exposed to COVID. For this reason, online participation *does* count and I suggest interaction on the discussion boards that is supplemental to your weekly discussion post.

### **Assignments (30 pts)**

(10 pts) Assignment 1 due 11:59 PM Friday 9/4

(20 pts) Assignment 2 due 11:59 PM Friday 9/11

(10 pts) Assignment 3 due 11:59 PM Thursday 12/10

Assignments are highlighted in **yellow** throughout the syllabus.

### **Online Discussion Posts (180 pts)**

Before class meets, you will write an entry responding to the readings for that day in the discussion section of Canvas. The weekly responses should be 250-350 words each and should be posted by 9 AM on the day of class. Each entry must: (1) demonstrate having done the reading, (2) note particular topics and questions that you would like to discuss in class, (3) address any questions the instructor has listed for that discussion post.

There are 12 weeks of possible discussion posts, but you are only required to submit 10 weeks worth. Each week's discussion(s) is worth 18 points (totaling 180). This means that you can skip 2 weeks' or 36 points worth of discussion posts. If you choose to write more than the 10 weeks of required posts, I will drop your lowest discussion post grade(s). There will not be extra credit for completing all 12 weeks' posts – Keep this in mind when viewing your grade and the gradebook. Online discussion posts are highlighted in **yellow** throughout the syllabus.

**COVID changes: For the weeks of 9/14 and 9/21, class will be in online synchronous format. Because all students will be meeting on both Tuesday and Thursday, the discussion post for each week has been divided into 2 posts. You will have 9 point**

**discussion posts due 9/15, 9/17, 9/22, and 9/24. These posts are worth half as many points as the once-a-week discussion posts, and do not need to be 250-350 words. You may write that much if you wish, but twice-weekly posts may be much shorter.**

### **Quizzes (250 pts)**

There will be a quiz after each module. Quizzes will all be taken online through Canvas.

Quizzes are highlighted in **blue** throughout the syllabus.

(50 pts) Quiz 1 is due 11:59 PM Friday 9/25: Module 1 Quiz

(50 pts) Quiz 2 is due 11:59 PM Friday 10/16: Module 2 Quiz

(50 pts) Quiz 3 is due 11:59 PM Friday 11/6: Module 3 Quiz

(50 pts) Quiz 4 is due 11:59 PM Wednesday 11/25: Module 4 Quiz

### **Semester Project: Feminist Manuscript Analysis and Rewrite (500 pts)**

You will write a 5-page (double-spaced) paper that analyzes a peer-reviewed published scientific paper from your area of interest *and* you will rewrite the scientific paper.

Your paper should give background on the field and the biases within the field. Language should be assessed (how terms such as “gender” and “sex” are used, what gendered language may be present such as “coy female,” etc.). Methods used by the authors should be addressed (example: if sex is considered a biological variable, how did they assign or determine sex?). Do you agree with how conclusions are drawn from the data? If this paper received attention in the popular media, did the narratives presented by popular media accurately distill the data? What biases can you find and what factors may have contributed?

The rewrite should correct biases, language, and you may take creative license to change methods, data, results, conclusions, etc. Explain and justify the changes you make in your 5-page paper.

(25 pts) Part A: Selection of a peer-reviewed published scientific paper from your area of interest with 1-2 paragraph justification is due 11:59 PM Friday 9/18.

(25 pts) Part B: Outline of your paper is due 11:59 PM Friday 10/2.

(50 pts) Part C: Draft of your paper is due 11:59 PM Friday 10/23.

(50 pts) Part D: Draft of Rewritten Manuscript is due 11:59 PM Friday 11/6.

(50 pts) Project Presentations (online synchronous, 5-7 minutes per person) during weeks of 11/30 and 12/7

(300 pts) Final Project (final paper & final rewritten manuscript) is due 11:59 PM Thursday 12/10  
Highlighted in **green** throughout the syllabus.

### **Course Reading**

Available online through UW Library:

Roughgarden, J. (2013). *Evolution's Rainbow: diversity, gender, and sexuality in nature and people*. Berkeley: University of California Press.

Fausto-Sterling, A. (2012). *Sex/Gender: Biology in a Social World*. New York, NY: Routledge.

Cipolla, C., Gupta, K., Rubin, D. A., & Willey, A. (2017). *Queer Feminist Science Studies, A Reader*. Seattle, WA: University of Washington Press.

Available for purchase online at:

[https://www.alibris.com/search/books/isbn/9781787752658utm\\_source=Google&utm\\_medium=cpc?utm\\_campaign=NMPi\\_Smart\\_Shopping&utm\\_term=NMPi\\_Smart\\_Shopping&ds\\_rl=126448](https://www.alibris.com/search/books/isbn/9781787752658utm_source=Google&utm_medium=cpc?utm_campaign=NMPi_Smart_Shopping&utm_term=NMPi_Smart_Shopping&ds_rl=126448)

[8&ds\\_rl=1264488&gclid=Cj0KCQjwy8f6BRC7ARIsAPIXOjhOHyS6xafP\\_Zw\\_LJoQzXI9Qc2muV7RK2JofLHjkk9Vtx4Owlb4K8aAiOKEALw\\_wcB&gclsrc=aw.ds](https://www.google.com/search?q=8&ds_rl=1264488&gclid=Cj0KCQjwy8f6BRC7ARIsAPIXOjhOHyS6xafP_Zw_LJoQzXI9Qc2muV7RK2JofLHjkk9Vtx4Owlb4K8aAiOKEALw_wcB&gclsrc=aw.ds) :

Viloria, H., & Nieto, M. (2020). *The Spectrum of Sex: The Science of Male, Female, and Intersex*. London: Jessica Kingsley.

### **General Content Notification**

In this course, we will discuss a variety of difficult topics, including descriptions of discrimination and harassment, and various forms of violence. While these topics can be uncomfortable to think about, we cover them because they are an important part of the social and historical context of science, and understanding them will help us to choose better directions in the future. You (the individual student) each know best how to prepare for and engage with this material in a way that works for you. In our classroom, we will be committed to maintaining considerate and respectful discussions with each other, especially around these topics.

It is critical that we all keep in mind that sex, gender, and sexuality are very personal topics. We all have different experiences and perspectives and speaking respectfully is crucial for these conversations.

### **Accommodations**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Please provide me with your McBurney documentation by Monday September 14<sup>th</sup>. Additionally, students with family responsibilities or other personal matters that may interfere with the course schedule should email the instructor by September 14<sup>th</sup> as well, to discuss how they may be more successful.

### **Diversity, Equity, and Inclusion**

UW's institutional statement on diversity:

*Diversity is a source of strength, creativity, and innovation for UW–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.*

*The University of Wisconsin–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background — people who as students, faculty, and staff serve Wisconsin and the world.*

GWS Department's solidarity statement:

*The Department of Gender and Women's Studies is deeply saddened and outraged by the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and Tony Robinson among numerous others. We condemn white supremacy, police violence, and all forms of racism, interpersonal and structural, and we honor the pain that these forces have caused our Black students, faculty and staff. We stand in solidarity with those protesting this country's ongoing, centuries-long legacy of anti-Black violence and we write to affirm our support for the dignity of all our Black community members. As educators and as feminists, we pledge not only to continue our fight for racial justice, but to intensify that fight to meet the scale of the crises with which we are faced in the present moment.*

### **Land Acknowledgment**

*The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop(day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, the UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.*

### **Academic Integrity**

By enrolling in this course, you agree to uphold the highest ethical standards of academic scholarship throughout the semester. Acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, unauthorized collaboration, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

Academic misconduct is governed by state law, **UWS Chapter 14** ([PDF](#)). Misconduct includes the following, but is not limited to this list:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)
- Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you're absent)
- Intentionally impedes or damages the academic work of others (tampering with another student's experiment)
- Engages in conduct aimed at making false representation of a student's academic performance (altering test answers and submitting the test for regrading)
- Assists other students in any of these acts

Your instructor will contact you if she has concerns about academic misconduct. You will have an opportunity to explain your work and address your instructor's concerns. Following the meeting, if your instructor believes that you engaged in misconduct, she will decide on an

action. Following UW protocol, your instructor will inform the Dean of Students' Office of the outcome of the meeting and proposed sanction. Penalties for substantiated cases of academic misconduct include a zero on the assignment or exam, a lower grade, and failure in the course. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension. For complete information on proper conduct, academic misconduct, and sanctions, please see: <http://www.students.wisc.edu/doso/academic-integrity/>.

It's easy to avoid plagiarism – identify and cite your sources! For detailed information on how to avoid plagiarism, please see the following:  
<http://writing.wisc.edu/Handbook/QuotingSources.html>

Need additional help with writing? Visit the Writing Center: 6171 Helen C. White Hall, call for an appointment (608-263-1992), or consult the Center's resources online at [www.wisc.edu/writing/](http://www.wisc.edu/writing/)

### **Privacy of Student Information and Digital Proctoring Statement**

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

### **Usage of Audio Recorded Lectures Statement**

Lecture materials and recordings for GWS530: Biology and Gender are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**UW-Madison [BADGER PLEDGE](#)**

**UW-Madison [FACE COVERING GUIDELINES](#)**

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work

### **Course Evaluations**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Additionally, Assignment 3 is an exit survey where you can give feedback about the course.

### **Academic Calendar and Religious Observances**

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

## Schedule

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Class meets online synchronously Tuesday & Thursday 5:30-6:45 PM on BBCollaborate

Instructor: Dr. Kelsey Lewis (she/her/hers) | [aklewis2@wisc.edu](mailto:aklewis2@wisc.edu)

Office Hours: Tuesday/Thursday 2:30-3:30 PM in BBCollaborate or by appointment.

## Schedule

**Schedule is subject to change due to COVID-19**

### Module 1 Basics of Biology & Gender

#### Week 1(9/2-9/4) Course Introduction

Wed 9/2 *Fall semester instruction begins*

Thurs 9/3 Class meets **online** in Dr. Lewis' Zoom Personal Meeting Room (all students, <https://tinyurl.com/drlewisofficehours> (Links to an external site.))

Readings:

- Roy, D. (2004). Feminist Theory in Science: Working Toward a Practical Transformation. *Hypatia*, 19(1), 255-279. doi:10.1111/j.1527-2001.2004.tb01277.x
- Prescod-Weinstein, C. (2017, August 15). Scientists Must Challenge What Makes Studies Scientific. Retrieved from <https://www.americanscientist.org/blog/macroscope/scientists-must-challenge-what-makes-studies-scientific> (Links to an external site.)

Website exploration:

- On the NIH's "Sex & Gender" website < <https://orwh.od.nih.gov/sex-gender> (Links to an external site.) >, explore homepage and then "NIH Policy on Sex as a Biological Variable," "Sex/Gender Influences in Health and Disease," "Methods and Techniques for Integrating Sex into Research," and "Reading Room: News and Journal Articles about Studying Sex/Gender."

Due 11:59 PM Friday 9/4: Assignment 1

#### Week 2 (9/7-9/11) Introduction to varied definitions of sex and gender

Recorded lecture

In-person class Tuesday September 8/ Thursday September 10

\*bring sheet of paper and marker or pen\*

Due at 9 AM on the morning that your section meets:

Complete the 3 readings, watch recorded lecture, and **complete online discussion post**

Readings:

- Chapter 1: A Genderless Future (pp. 1-2), Chapter 2: Of Spirals and Layers (pp. 3-11) in Fausto-Sterling, A. (2012). *Sex/Gender: Biology in a Social World*. New York, NY: Routledge.
- Chapter 1: Introduction (pp. 7-18) in Vilorio, H., & Nieto, M. (2020). *The Spectrum of Sex: The Science of Male, Female, and Intersex*. London: Jessica Kingsley.
- Preface to the 2013 Edition (pp. ix-xii), Introduction (pp. 1-10), Chapter 2: Sex vs. Gender (pp.22-29) in Roughgarden, J. (2013). *Evolution's Rainbow: diversity, gender, and sexuality in nature and people*. Berkeley: University of California Press.

**Due 11:59 PM Friday 9/11: Assignment 2:**

Select an article from “Reading Room: News and Journal Articles about Studying Sex/Gender” on the NIH’s “Sex & Gender” website < <https://orwh.od.nih.gov/sex-gender> (Links to an external site.) >. Write a 350 word response to this article. Your response should briefly summarize the article and then address the language used to discuss sex and/or gender, biases you notice, assumptions about sex and gender that are present or implied, and provide relevant context to this article.

**\*\*\*\*\* Ahead: COVID-related syllabus changes\*\*\*\*\***

**Thursday section 9/10 - in-person class was cancelled - in lieu of this class, please watch the lecture and do the **discussion**, as instructed in the announcement.**

**Week 3 (9/14-9/18) Introduction to gender and the practice and production of science**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM).**

**All students meet both Tuesday and Thursday.**

**Due 10 AM Tuesday Sept 15: **Discussion post** (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Tuesday September 15:

- Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109(41), 16474-16479. doi:10.1073/pnas.1211286109
- Barres, B. A. (2006). Does gender matter? *Nature*, 442(7099), 133-136. doi:10.1038/442133a

**Due 10 AM Thursday Sept 17: **Discussion post** (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Thursday September 17:

- Wayne, M. L. (2000). Walking a Tightrope: The Feminist Life of a *Drosophila* Biologist. *NWSA Journal*, 12(3), 139-150. doi:10.1353/nwsa.2000.0065
- Hatheway, E. (2000). How Androcentric Science Affects Content and Conclusions. *The Journal of the Core Curriculum*, XXVII, 25–31.
- Prescod-Weinstein, C. (2017, August 09). Stop Equating Science with Truth. Retrieved from <https://slate.com/technology/2017/08/evolutionary-psychology-is-the-most-obvious-example-of-how-science-is-flawed.html> (Links to an external site.)

Due at 11:59 PM Friday 9/18: Feminist Manuscript Project Part A (Select peer-reviewed manuscript & write justification for Feminist Manuscript Rewrite)

## **Module 2 Biology's Perspectives on the Development of Sex**

### **Week 4 (9/21-9/25) Gametes & Chromosomes**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**All students meet both Tuesday and Thursday.**

**Due 10 AM Tuesday Sept 22: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Tuesday September 22:

- Chapter 10: An Embryonic Narrative (pp. 185-195) in Roughgarden, J. (2013). *Evolution's Rainbow: diversity, gender, and sexuality in nature and people*. Berkeley: University of California Press.
- In Khan Academy Unit on Human Reproduction, watch 3 videos: "Spermatogenesis," "Basics of egg development," "Human fertilization and early development" Human Reproduction I Class 12 Biology (India) | Science.  
< <https://www.khanacademy.org/science/in-in-class-12-biology-india/xc09ed98f7a9e671b:in-in-human-reproduction> (Links to an external site.) >

**Due 10 AM Thursday Sept 24: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Thursday September 24:

- Martin (1991) "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles"

Due 11:59 PM Friday 9/25: Module 1 Quiz

### **Week 5 (9/28-10/2) "Sex Determination" & Embryonic Development**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**All students meet both Tuesday and Thursday.**

Online synchronous class Tuesday September 29 / Thursday October 1

**Due 10 AM Tuesday Sept 29: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Tuesday September 29:

- Chapter 3: Of Molecules and Sex (pp. 12-26) in Fausto-Sterling, A. (2012). *Sex/Gender: Biology in a Social World*. New York, NY: Routledge.
- Chapter 2: We Are All Mutants (pp. 19-25) in Vioria, H., & Nieto, M. (2020). *The Spectrum of Sex: The Science of Male, Female, and Intersex*. London: Jessica Kingsley.
- Chapter 11: Sex Determination (pp. 196-206) in Roughgarden, J. (2013). *Evolution's Rainbow: diversity, gender, and sexuality in nature and people*. Berkeley: University of California Press.

**Due 10 AM Thursday Oct 1: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Thursday October 1:

- Richardson, S. S. (2012). Sexing the X: How X Became the "Female Chromosome." *Signs*, 37(4), 909-933.

**Due at 11:59 PM Friday 10/2: Feminist Manuscript Project Part B (Outline of paper for Feminist Manuscript Rewrite)**

**Week 6 (10/5-10/9) "Sex Determination" & Embryonic Development (continued)**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**All students meet both Tuesday and Thursday.**

Online synchronous class Tuesday October 6 / Thursday October 8

**Due 10 AM Tuesday Oct 6: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Tuesday October 6:

- Chapter 12: Sex Differences (pp. 207-237) in Roughgarden, J. (2013). *Evolution's Rainbow: diversity, gender, and sexuality in nature and people*. Berkeley: University of California Press.

**Due 10 AM Thursday Oct 8: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Thursday October 8:

- Chapter 3 Two in One, Chapter 4 Behind What We “See”, Chapter 5 Clitoris, Penis, or Something Else? (pp. 27-74) in Vilorio, H., & Nieto, M. (2020). *The Spectrum of Sex: The Science of Male, Female, and Intersex*. London: Jessica Kingsley.

### **Module 3 Sex Variation and Differences**

#### **Week 7 (10/12-10/16) Centering Intersex**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**All students meet both Tuesday and Thursday.**

Online synchronous class Tuesday October 13 / Thursday October 15

**Due 10 AM Tuesday Oct 13: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Reading for Tuesday:

- Chapter 6 To Be or Not to Be, (pp. 75-91) in Vilorio, H., & Nieto, M. (2020). *The Spectrum of Sex: The Science of Male, Female, and Intersex*. London: Jessica Kingsley.

**Due 10 AM Thursday Oct 15: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Thursday class replaced with one-on-one meetings

#### **Week 8 (10/19-10/23) Centering Intersex, cont.**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**All students meet both Tuesday and Thursday.**

Online synchronous class Tuesday October 20 / Thursday October 22

**Due 10 AM Tuesday Oct 20: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Reading for Tuesday:

- (Finish Vilorio & Nieto) Chapter 7 Which Came First, the Chicken or the Egg?: Sex and Gender, and Chapter 8 Sex and Gender Terms: (pp. 93-128) in Vilorio, H., & Nieto, M. (2020). *The Spectrum of Sex: The Science of Male, Female, and Intersex*. London: Jessica Kingsley.

**Due 10 AM Thursday Oct 22: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Reading for Thursday:

Radiolab Gonads Podcast Episodes Dutee and Dana:

<https://www.wnycstudios.org/podcasts/radiolab/articles/dutee> (Links to an external site.)

<https://www.wnycstudios.org/podcasts/radiolab/articles/dana> (Links to an external site.)

Originally due at 11:59 PM Friday 10/23: Feminist Manuscript Project Part C (5-page paper) - pushed back a week and is now due 10/30

Originally due 11:59 PM Friday 10/16: Module 2 Quiz - pushed back a week and is now due 10/26

**Week 9 (10-26-10/30) The Brain**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**All students meet both Tuesday and Thursday.**

Online synchronous class Tuesday October 27 / Thursday October 29

**Due 10 AM Tuesday Oct 27: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Tuesday:

- Chapter 4: Of Hormones and Brains (pp. 27-42) in Fausto-Sterling, A. (2012). *Sex/Gender: Biology in a Social World*. New York, NY: Routledge.
- Fine, C., Joel, D., & Rippon, G. (2019). Eight Things You Need to Know About Sex, Gender, Brains, and Behavior: A Guide for Academics, Journalists, Parents, Gender Diversity Advocates, Social Justice Warriors, Tweeters, Facebookers, and Everyone Else. Retrieved from <http://sfoonline.barnard.edu/neurogenderings/eight-things-you-need-to-know-about-sex-gender-brains-and-behavior-a-guide-for-academics-journalists-parents-gender-diversity-advocates-social-justice-warriors-tweeters-facebookers-and-ever/> (Links to an external site.)

**Due 10 AM Thursday Oct 29: Discussion post (worth 9 points, rather than 18 points, because you'll do two this week)**

Readings for Thursday:

- Van Anders, S. M., Steiger, J., & Goldey, K. L. (2015). Effects of gendered behavior on testosterone in women and men. *Proceedings of the National Academy of Sciences*, 112(45), 13805-13810. doi:10.1073/pnas.1509591112
- Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, 74(2), 171-193. doi:10.1037/amp0000307

Originally due at 11:59 PM Friday 10/23: Feminist Manuscript Project Part C (5-page paper) - pushed back a week and is now due 11/1

#### **Module 4 Medical Gaze and Pathologization**

##### **Week 10 (11/2-11/6) Gender**

**11/3 Election Night- as discussed in class, class meeting is optional and will not cover class topics.**

**Due 10 AM Nov 5: Discussion post (worth 18 points)**

Read 5 of the 6 Readings:

- Reardon, S. (2019). Science in Transition. *Nature* (568), 446-449.
- Wu, K. J. (2016). Between the (Gender) Lines: the Science of Transgender Identity. Retrieved from <http://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/> (Links to an external site.)
- Juavinett, A. (2018). Neuroscientist Kale Edmiston on why biological bases of being trans shouldn't matter. Retrieved from <https://massivesci.com/articles/kale-edmiston-transgender-neuroscience/> (Links to an external site.)
- Williams, S. (2018). Are the Brains of Transgender People Different from Those of Cisgender People? Retrieved from <https://www.the-scientist.com/features/are-the-brains-of-transgender-people-different-from-those-of-cisgender-people-30027> (Links to an external site.)
- Gander, K. (2018) Transgender People's Brains Are Wired Like Those of Gender They Identify With, New Study Shows. Retrieved from <https://www.newsweek.com/transgender-people-brains-wired-those-gender-they-identify-new-study-shows-939504> (Links to an external site.)
- Allen, S. (2018). The Search for the "Transgender Brain" is Dangerous—and Dehumanizing. Retrieved from <https://www.thedailybeast.com/the-search-for-the-transgender-brain-is-dangerousand-dehumanizing> (Links to an external site.)

##### **Week 11 (11/9-11/13) Sex (and Gender)**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

Tuesday's class period will be used for meetings to go over projects.

**Due 10 AM Nov 12: Discussion post (worth 18 points)**

Readings for Thursday:

- Watch "Intersexion: Finding a Place in a Two-Gender World" (<https://ezproxy.library.wisc.edu/login?url=https://video.alexanderstreet.com/watch/in-tersexion>Links to an external site.)
- Davis, G., Dewey, J. M., & Murphy, E. L. (2016). Giving Sex: Deconstructing Intersex and Trans Medicalization Practices. *Gender & Society*,30(3), 490-514. doi:10.1177/0891243215602102

Due 11:59 PM Wednesday 11/18: Module 3 Quiz

Due at 11:59 PM Monday 11/16: Feminist Manuscript Project Part D (Rewritten Manuscript)

### **Week 12 (11/16-11/20) Sexuality**

**Changes due to COVID: Class will meet synchronously online on BBCollaborate during the normal class times (T&Th 5:30-6:45PM)**

**Due 10 AM Nov 17: Discussion post (worth 18 points)**

Readings for Tuesday:

- Ganna, A., Verweij, K. J. H., Nivard, M. G., Maier, R., Wedow, R., Busch, A. S., Abdellaoui, A., Guo, S., Sathirapongsasuti, J. F., 23&Me Research Team, Lichtenstein, P., Lundstrom, S., Langstrom, N., Auton, A., Harris, K. M., Beecham, G. W., Martin, E. R., Sanders, A. R., Perry, J. R. B., Neale, B. M., and Zietsch, B. P. (2019). Large-scale GWAS reveals insights into the genetic architecture of same-sex sexual attraction. *Science* (365), doi: 10.1126/science.aat7693
- Monk, J. D., Giglio, E., Kamath, A., Lambert, M. R., and McDonough, C. E. (2019). An alternative hypothesis for the evolution of same-sex sexual behavior in animals. *Nature Ecology and Evolution*, 3, 1622-1631.

Thursday's class period will be used for meetings to go over projects.

To sign up for Thursday's

meetings: [https://docs.google.com/spreadsheets/d/1Px0fqbumVSPSjmRHjTu7WNIJAEiWw1vSiObDy4Z5N\\_A/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Px0fqbumVSPSjmRHjTu7WNIJAEiWw1vSiObDy4Z5N_A/edit?usp=sharing) (Links to an external site.)

### **Semester Wrap-Up**

**\*all online synchronous meetings during class times\***

**all students required at all online synchronous class meetings**

### **Week 13 (11/23-11/25)**

Online synchronous class

Due at 10 AM on Tuesday:

Complete readings and **online discussion post**

Readings:

- Roy, D. (2016). Neuroscience and Feminist Theory: A New Directions Essay. *Signs: Journal of Women in Culture and Society*, 41(3), 531-552. doi:10.1086/684266
- Prescod-Weinstein, C. (2018). Just Because It's "Science" Doesn't Mean It's Good. Retrieved from <https://slate.com/technology/2018/01/we-overestimate-sciences-proximity-to-progress-community-is-just-as-crucial.html> (Links to an external site.)

Module 4 Quiz Rescheduled -- Now due Sunday December 6 at Midnight

***Week 14 (11/30-12/4)***

Class meets **online** in Dr. Lewis' Zoom Personal Meeting Room (all students on 12/1 and 12/3)

**Semester project presentations.**

Presentation sign-up

list: <https://docs.google.com/spreadsheets/d/1sJrpCUfMC9hjwVOU5VWn60K8V2w7nnQUYbl-mVtQ55A/edit?usp=sharing> (Links to an external site.)

**Quiz 4 Due Sunday 12/6 at Midnight**

***Week 15 (12/7-12/10)***

Class meets **online** in Dr. Lewis' Zoom Personal Meeting Room (all students on 12/8 and 12/10)

**Semester project presentations.**

Presentation sign-up

list: <https://docs.google.com/spreadsheets/d/1sJrpCUfMC9hjwVOU5VWn60K8V2w7nnQUYbl-mVtQ55A/edit?usp=sharing> (Links to an external site.)

**Due at 11:59 PM Thursday 12/10: Final Project Due (final 5 page paper about the manuscript & final rewritten manuscript)**

**Due at 11:59 PM Thursday 12/10: Assignment 3**

***Week 16 (11/12-18)***

*Exams (There is no final exam for this course)*