

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

**Spring 2018**

**Genes, Race, Gender, and Society LSC363**

Class Meetings M & W 9-10:15AM in SANDS101 as indicated in syllabus

Email: [Pamela.Marshall@ASU.edu](mailto:Pamela.Marshall@ASU.edu)

Office Hours: Monday 10:20AM-12:30PM

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**Required Reading:**

*Race* by Sarich and Miele

*Brain Gender* by Hines

*Sex/Gender: Biology in a Social World* by Fausto Sterling

Postings on Blackboard as indicated in syllabus or announced in class

**Course Objectives:** This course is designed to integrate seemingly disparate information across the subdisciplines of science. It will allow you to think more deeply about two important topics rooted in biology, chemistry, and sociology: race and gender. This course is also designed to allow you to see that highly charged topics in humanity can often be studied from several different angles, including science, sociology, justice, history, etc.

**Course Goals and Learning Outcomes:** This course is designed to be a process, not content, course.

1. At the end of this course, the successful student will have strengthened their writing abilities.
2. The successful student in this course will find, analyze and apply data from a variety of sources. You will be identifying, evaluating, and using data to explore our two topics, race and gender.
3. The successful student in this course will develop hypotheses on the nature of race and gender roles and use data from primary literature sources to back up their hypothesis. The analysis of these topics will be both written and spoken, with emphasis on content and clarity of the written word.
4. The final learning outcome is that at the end of this course students will be able to apply genetic knowledge and understanding of genetic technologies to ethical quandaries in human existence (with a focus on human health, human existence, and the human experience).

**Hybrid Course:** This course is a hybrid course, which means it is developed deliberately to take advantage of in class and out of class (online and group work) learning modalities. Please note that the dates on required in class attendance are as indicate on the syllabus and for every hybrid day there is an online activity generally with a reflection piece.

**Disclaimer and Warnings:** This course is not designed to offend anyone or make anyone feel uncomfortable. However, the topics covered in this course may bother you at some point. This course will cover “touchy” subjects such as the meaning of race, the differences between races, social injustices, gender, intersex individuals, ambiguous genitalia, transsexuals, homosexuals, and people who are born seemingly as one gender but then become another at puberty. All of these topics are deeply rooted both in biology and in sociology. We will explore these topics and more in our quest to analyze the biological basis of race and gender.

**Respect for Diversity in Academic Exchange:** University campuses bring together a varied group of individuals who represent many different strata of society; this fosters creativity and challenges our pre-conceived ideologies and notions about society. Much of this course’s subject matter is inherently controversial. We must all maintain thoughtful, open minds while we explore it. For any number of reasons, you may disagree with some of the ideas presented in this course, either by me or by fellow students. Academic exchange is important and I encourage it. Please take care during class discussions to keep issues and ideas at the core of the exchange, not people and personalities. **Students who are disruptive or who fail to demonstrate a basic respect for others in the class will be asked to leave.** If you are asked to leave, that will count as an absence. (modified from Dr. J. Schaffer, College of Human Services, special thanks to her for the use of this paragraph).

**Prerequisites:** LSC347 or BIO340 (a genetics course). We are also reading primary literature in this class, so some skill in deciphering experiments and experimental design is also assumed.

**Readings and Documentaries:** We will be reading primary, secondary, and tertiary literature and watching documentaries about race, gender, and genetics. These will be used to help expand your understanding of these topics and will be used as discussion and writing points in class. Reading and writing are key skills covered in this class and these readings and documentaries will support our exploration of these topics.

**Attendance:** Each day in this class is an opportunity to explore one small facet of our larger topics. As such, **ATTENDANCE IS REQUIRED.** There are in class assignments linked to the exploration of our topics and depending on the whims of the instructor, there could be **POP QUIZZES.** There will be **NO MAKE UP** assignments or quizzes. The documentaries we will be watching will **NOT** be on reserve. Some of them are in the West library, some are in the Tempe library, some are FMG (<http://library.lib.asu.edu/record=e1000752>) and some are from my personal collection. I will NOT lend my documentaries. It is your responsibility to attend class every session. If you cannot, you will not learn and explore these topics. Attendance could be taken any day. If you miss more than 4 classes, in addition to any points you may lose for missing quizzes, participation, etc you will be dropped one letter grade. If you miss 8 classes you will be dropped two letter grades. Tardiness of more than 5 minutes is considered absent. **NO EXCEPTIONS.**

**Participation:** We will be having discussions on several class days. Attendance is required. I will call on people before speaking. Participation will be graded on whether or not you participate in a creative or constructive way. Participation will also be graded on whether or not you have read the material. There will also be required participation on Blackboard discussions. **You will be required to write one thoughtful reply (of at least 7 sentences) to all of the topics on the BB discussion (EXCEPT General FAQs) AND SPEAK IN CLASS to earn full participation points.**

**Journal:** You will be keeping a journal in this class. This journal will consist of writing assignments, usually given **DAILY** in class. Each assignment will be announced and given in class. All assignments will be written into your journal. Assignments will be graded and the grade will be given as a journal grade. Journals will be electronic through BB.

**Pop Quizzes:** Will be given at the instructor's discretion. There will be no make up or early pop quizzes. It behooves you to attend each and every lecture. Pop quizzes are generally given if attendance is low. These will go in your journal and be a part of the journal grade.

**Late Work:** No late minidrafts accepted. Other late work is accepted (except pop quizzes) with a 5% penalty for each business day. The close of business is 5pm. If a paper/assignment is turned in after 5pm it will be considered to be turned the next business day.

**Exam and Final Exam:** Will be take home and you will be given plenty of time to complete them. They will be due as indicated in class.

**Grading:**

Race Paper	25%
Gender Paper	25%
Exam	15%
Final Exam	15%
Journal, Assignments and Pop Quizzes	15%
Participation	5%

The class grade will be determined as follows:

A+ = 97% and above	B = 83% to 86.9%	
A = 93% to 96.9%	B- = 80%- 82.9%	D = 60 – 69.9%
A- = 90% to 92.9%	C+ = 77% - 79.9%	E = below 60%
B+ = 87% to 89.9%	C = 70% - 76.9%	

**There will be NO rounding of final averages.**

**Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with **"NCIAS Course/Instructor Evaluation"** in the subject heading. The email will be sent to your official ASU e-mail address.

**Withdrawals:** The instructor will **NOT** withdraw students for any reason. Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. **It is the student's responsibility to be aware of their registration status.**

**Please note the following dates:**

Session Date & Deadlines	Session A 01/09/2017 – 02/28/2017	Session B 03/13/2017 – 04/28/2017 (ASU Online & iCourses may end on 05/02/2017)	Session C 01/09/2017 – 04/28/2017 (Final Exams May 1-6, 2017)
Classes Begin	January 9, 2017	March 13, 2017	January 9, 2017
Drop/Add Deadline (w/out College approval)	January 10, 2017	March 14, 2017	January 15, 2017
Tuition & Fees 100% Refund Deadline	January 15, 2017	March 19, 2017	January 22, 2017
Martin Luther King Jr. Holiday Observed – University Closed	January 16, 2017	January 16, 2017	January 16, 2017
University 21 <sup>st</sup> Day	January 30, 2017	April 3, 2017	January 30, 2017
Academic Status Report #1	January 21-25, 2017	March 22-26, 2017	February 13-20, 2017
Deadline to Apply for Graduation	February 15, 2017	February 15, 2017	February 15, 2017
University 45 <sup>th</sup> Day	February 22, 2017	February 22, 2017	February 22, 2017
Tuition Fee Payment Deadline (registration from 1/19-2/18/2017)	February 25, 2017	February 25, 2017	February 25, 2017
Course Withdrawal Deadline	January 27, 2017	March 31, 2017	April 2, 2017
Complete Session Withdrawal Deadline	February 28, 2017	April 28, 2017	April 28, 2017
Spring Break - Classes Excused	March 5-12, 2017	March 5-12, 2017	March 5-12, 2017
Academic Status Report #2	NA	N/A	March 23 -30, 2017
Tuition Fee Payment Deadline (registration from 2/19-3/18/2017)	March 25, 2017	March 25, 2017	March 25, 2017
Classes End/Last Day to Process transactions	February 28, 2017	April 28, 2017	April 28, 2017
Final Exams	Last day of classes	Last day of classes	May 1-6, 2017
Final Grades Due	March 3, 2017	May 1-8, 2017	May 1-8, 2017
Commencement	May 8, 2017	May 8, 2017	May 8, 2017
Degree Conferral Date	May 8, 2017	May 8, 2017	May 8, 2017
Grade Replacement/Academic Standing Processing	May 9-10, 2017	May 9-10, 2017	May 9-10, 2017

***Any withdrawal transaction must be completed by the deadline date in accordance to the appropriate session at the registrar's office. If not, you will still be officially enrolled and you will receive a grade based on your work completed.***

\*As part of a complete session withdrawal a student must withdraw from all classes in a session. Beginning the first day of classes, undergraduate students are required to work with a Student Retention Coordinator to facilitate the withdrawal process. Please refer to <http://students.asu.edu/StudentRetention>

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

### **Students are responsible for their registration status!**

**The Grade of Incomplete:** A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. **A grade of incomplete will NOT be awarded unless there is documented evidence of extreme personal or immediate family hardship.** Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The Director of the School of Mathematical and Natural Sciences must approve all incomplete grade requests.

**Reasonable Accommodations for Students with Disabilities:** The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

### **Academic Integrity and Code of Conduct:**

As defined in the *ASU Student Academic Integrity Policy*: <http://provost.asu.edu/academicintegrity>.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, he or she:

- Engages in any form of academic deceit;
- Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;
- Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
- Acts as a substitute for another person in any academic evaluation;
- Uses a substitute in any academic evaluation;
- Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor;
- Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
- Engages in plagiarism;
- Permits his or her work to be submitted by another person without the instructor's authorization; or
- Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

**LSC363** follows the ASU Academic Integrity Policy in the administration of all course examinations and assignments. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that the

implementation of any of these penalties for violations of the academic integrity policy be reported to the Dean's office. The Integrity Policy defines the process to be used if the student wishes to appeal this action.

In **LSC363** you are expected to follow the *ASU Student Code of Conduct* (<http://students.asu.edu/srr/code>) especially when communicating with your peers, instructors, and teaching assistants. Violations of the student code of conduct may result in withdrawal from the class.

**Missed Work/Exam Make-up Policy:** Due dates for assignments and exam dates are not flexible. Late work will not be accepted, and missed exams cannot be made up, without prior approval of the instructor and without appropriate documentation of a medical or other emergency. The instructor has the right to deduct 10% of the value of the assignment, per day, for any late work or exams that are accepted. The instructor also may add additional provisions to this policy as dictated by course requirements.

**Final Exam Make-up Policy:** The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the director of the School of Mathematical and Natural Sciences for one of the following reasons:

- 1) religious observances
- 2) the student has more than three exams scheduled on the same day
- 3) two finals are scheduled to occur at the same time

Make-up exams will **NOT** be given for reasons of non refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed "Request for Grade of Incomplete" must be submitted by the student and approved by the student's instructor and the Director of the School of Mathematical and Natural Sciences.

***The instructor reserves the right to make changes to this syllabus as needed.***

If you find it necessary to leave a note for this instructor, please contact the administrative reception desk of the School of Mathematical and Natural Sciences located at CLCC II 265

**Title IX:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

**Policy against Threatening Behavior:**

In the classroom and out students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

**Potentially Offensive Content:**

If you find any of the content of his class offensive, please bring your concerns to the instructor immediately.

**Power Outage:**

In the event of a campus power outage or other event affecting the ability of the University to deliver classes, any decision to cancel classes will be announced using the ASU emergency notification system. For this reason, it is imperative that students register with the ASU emergency notification system at: <https://cfo.asu.edu/emergency-alert>. In cases in which

a limited number of buildings are affected, students should check the university website and/or call the School office at (602) 543-6050.

**Emergency Evacuation Plan:**

Students should be aware of the evacuation route posted on the exit door of each classroom. Students who cannot walk down stairs should notify the instructor as early in the course as possible so the instructor can provide information

regarding the location of the designated meeting area on each upper floor of the building (marked with a blue sign that states Emergency Evacuation Response Area).

Date	Topic	Reading for Class to be COMPLETED BEFORE class	Assignment
January 8	<b>Introduction, Warnings, Scope and Intent Human Inheritance</b> lecture	Reread appropriate chapters in genetics book for review Lecture posted on Blackboard	find one primary literature source that you may use for your Race paper, post on discussion board about it, due 1/24
January 11	<b>HYBRID DAY</b> <b>What is Race?</b> <i>The Difference Between Us- Race: The Power of an Illusion</i> <a href="https://login.ezproxy1.lib.asu.edu/login?url=http://fo.d.infobase.com/PortalPlaylists.aspx?wID=11854&amp;xtid=49734">https://login.ezproxy1.lib.asu.edu/login?url=http://fo.d.infobase.com/PortalPlaylists.aspx?wID=11854&amp;xtid=49734</a>	Start reading <i>Race</i> book	Journal response in Blackboard due 2/28
January 15	<b>MLK Day no class</b>		
January 17	<b>DNA Typing and Phylogenetics</b> lecture		
January 22	<b>HYBRID DAY</b> <b>What are the Origins of Humans?</b> <i>The Real Eve</i> <a href="https://www.youtube.com/watch?v=2Ca1AC5hVtE">https://www.youtube.com/watch?v=2Ca1AC5hVtE</a>		Journal Response in Blackboard due 2/28
January 24	Journal Club: The 85-15 Data, Fact or Controversy?	Papers posted on Blackboard	
January 29	Journal Club: Why the Nonexistence of Biological Races Does not Mean the Nonexistence of Racism	Paper posted on Blackboard	
January 31	Journal Club: Mitochondrial “Eve” Paper and Y Chromosome “Adam” Paper	Papers posted on Blackboard	
February 5	<b>HYBRID DAY</b> <b>Is Race Genetically Meaningful?</b> Computer exercise, NO CLASS TODAY, meet in groups of up to four and perform the assignment	Blackboard posting and mtDNA website, link on Blackboard	Computer assignment due 2/19
February 7	Nature Genetics SNPs = expression changes And Discuss previous readings	Paper posted on Blackboard	Race Paper minidraft Due via SafeAssign
February 12	<b>HYBRID DAY</b> <b>Bioethics. Who owns your genes?</b> <i>Our Genes Our Choices</i> FMG 30801	Discover Magazine Article All of <i>Race</i> should be read for this class period	Case Study Part 1 to be done in your journal due 2/28
February 14	<b>HYBRID DAY</b> <b>Bioethics continued</b> <i>Practical Applications and Risks of Genetic Science</i> FMG 10623 & Assignment	website: <a href="http://globalhealthtrial.s.tghn.org/articles/general-introduction-biomedical-research-ethics/">http://globalhealthtrial.s.tghn.org/articles/general-introduction-biomedical-research-ethics/</a>	Case Study Part 2 to be done in journal due 2/28



Date	Topic	Reading for Class to be COMPLETED BEFORE class	Assignment
February 19	Case Study Assignment		Students meet together in class and write a case study, due to instructor via email on February 28
February 21	<b>HYBRID DAY</b> Documentary – <i>Life's Greatest Miracle</i> FMG 40894	Start reading <i>Sex/Gender</i>	
February 26	Race Paper DUE <b>What Determines Gender?</b> Documentary – <i>John Stossel: Boys and Girls are Different Men, Women, &amp; the Sex Difference</i>		
February 28	Documentary – <i>NOVA: The Secret of the Sexes</i>		Journals due TODAY Case studies due TODAY
March 5-9	Spring Break		
March 12	<b>HYBRID DAY</b> Documentary – <i>Boy to Girl to Man: Disproving the Theory of Gender Neutrality</i> FMG 36938		
March 14	<b>HYBRID DAY</b> <b>TAKE HOME EXAM DUE 5pm</b>	All of <i>Sex/Gender</i> should read for the EXAM	Take home exam due via Safeassign
March 19	<b>Embryology and Intersex Lecture</b>	Lecture posted on Blackboard	
March 21	Documentary – <i>Sex Roles: Charting the Complexities of Development</i>	Start reading <i>Brain Gender</i>	
March 27	<b>HYBRID DAY</b> <b>Intersex Individuals</b> Documentary - <i>Is it a boy or a girl?</i> <a href="https://av.lib.asu.edu/media/Kvy40RG8XyIC/">https://av.lib.asu.edu/media/Kvy40RG8XyIC/</a>		
March 29	<b>HYBRID DAY</b> <b>Transsexualism</b> Documentary - <i>100 Percent Woman: The Story of Michelle Dumaresq</i> FMG 34540		
April 2	Documentary – <i>You Don't Know Dick</i>		Gender paper Minidraft due via Safeassign
April 4	<b>HYBRID DAY</b> Documentary - <i>Multiple Genders: Mind and Body in Conflict</i> FMG 7514 <b>Societies with Three Genders</b> Documentary - <i>Two Spirit People</i> <a href="http://search.alexanderstreet.com.ezproxy1.lib.asu.edu/view/work/bibliographic_entity%7Cvideo_work%7C1865644">http://search.alexanderstreet.com.ezproxy1.lib.asu.edu/view/work/bibliographic_entity%7Cvideo_work%7C1865644</a>		Journal Assignment Nature versus Nurture
April 9	<b>HYBRID DAY</b> Documentary – <i>Paradise Bent</i> <a href="http://search.alexanderstreet.com.ezproxy1.lib.asu.edu/view/work/bibliographic_entity%7Cvideo_work%7C1689380">http://search.alexanderstreet.com.ezproxy1.lib.asu.edu/view/work/bibliographic_entity%7Cvideo_work%7C1689380</a>		Journal Hijra of India assignment
April 11	<b>Evolution Activity</b>	Finish reading <i>Brain Gender</i>	Journal assignment on the books

Date	Topic	Reading for Class to be COMPLETED BEFORE class	Assignment
April 16	<b>HYBRID DAY</b> <b>Homosexuality has a Genetic Determinant?</b> <i>Is There a "Gay Gene"?</i> FMG54313 Dawkins the Gay Gene <a href="https://www.youtube.com/watch?v=MHDCA1lQgS0">https://www.youtube.com/watch?v=MHDCA1lQgS0</a>		
April 18	<b>Is Biology Destiny?</b> Discussion on readings	Primary literature on Blackboard Immuno, LeVay, & 1st Hamer	
April 23	<b>HYBRID DAY</b> <b>Is Genotype Destiny?</b> <i>Gene Therapy and Athletes</i> FMG43856		
April 25	<b>CRISPR</b> Lecture, Assignment and Discussion <b>Last Day of Class</b> Discussion about Final and class wrap up		Gender paper due Journals due
May 2	<b>TAKE HOME FINAL EXAM DUE</b>		Due by 9:30am via Safeassign

The instructor reserves the right to change this syllabus as needed and all changes will be announced in class.