

MWF 12 – 1 pm

RLP 0.122

Instructor: Dr. Carrie Veilleux (“VAY-you”)
carrie.veilleux@utexas.edu
pronouns: she/her/hers

office hours: M 10–11am, W 1-2pm, or by appt
office: SAC 5.132

*cross-listed as WGS 323 (45538) and BIO 337 (48397)

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to explore the scientific study of reproduction, mate choice, and sexual behavior within evolutionary, comparative biology, and feminist biology frameworks. We will examine a wide range of genetic, ecological, social, physiological, and behavioral aspects of human and nonhuman primate sexuality. Starting from basic principles of evolutionary theory, we’ll consider a range of questions about sex and sexuality: How did sexual reproduction evolve? How is biological sex determined, and is it truly binary? How do males and females differ biologically? How does parent-offspring and sexual conflict impact human pregnancy and lactation?

We’ll also look at the role of ecology and social life in shaping human mating patterns using a variety of ethnographic, cross-cultural, and comparative primatology materials. Do men and women differ in their sexual strategies, and if so, how and why? What factors influence traits considered attractive? Why do humans marry and form long-term pair-bonds--or do they? Why do we experience sexual jealousy? Throughout, examples will be drawn primarily from both “traditional” and post-industrial human societies, archaeology, and studies of our nonhuman primate relatives.

Objectives: After taking this course you should be able to:

- 1) Understand the comparative method and how it can be applied to answer evolutionary questions.
- 2) Summarize different evolutionary approaches to thinking about human behavioral ecology (evolutionary psychology, human behavioral ecology, feminist biology) and distinguish among such approaches.
- 3) Describe the fundamentals of human and mammalian sex determination systems, including the physiological and genetic underpinnings of sexual differentiation.
- 4) Discuss how human sexual anatomy, behavior, and mating practices are similar to and differ from those of other primates and other mammals
- 5) Articulate evolutionary hypothesis for a given pattern of human sexual behavior (e.g., mate choice, sexual jealousy) and design and critique tests of that hypotheses using logic and evidence.
- 6) Read and critique research from the primary literature on human sexuality, including evaluating the strengths and weaknesses in researchers’ methodologies and interpretations.

COURSE FORMAT AND REQUIREMENTS

This course meets 3x a week and will be structured around interactive lectures and dedicated discussion days where you will be expected to come prepared to discuss the assigned readings. You will also be expected to work with a group to lead a discussion day once during the semester. Thus, participation is an important part of your grade. It is difficult to participate if you are not present in class and so attendance will be included in the grade.

Readings: The assigned textbook is *Evolution and Human Sexual Behavior* by PG Gray and JR Garcia (available in the bookstore and through Amazon, ~\$21.95). We won’t use the textbook every week, however, so additional readings will be posted in Canvas or through library e-journals.

Canvas: I will have separate Canvas pages for each lecture day where I will post links to the assigned reading, any videos discussed in lecture, and a pdf summary of lecture slides.

ASSIGNMENTS AND GRADING POLICIES

Grades for the semester will be based on the following components:

Exam 1	10%	Discussion & participation	10%
Exam 2	20%	Informal reading responses	10%
Exam 3	20%	Response/critique paper	15%
Discussion leadership	10%	Attendance	5%

Final grades will be calculated using the following scale:

A = 93.5 - 100	B = 83.5 - 86.49	C = 73.5 - 76.49	D = 63.5 - 66.49
A- = 89.5 - 93.49	B- = 79.5 - 83.49	C- = 69.5 - 73.49	D- = 59.5 - 63.49
B+ = 86.5 - 89.49	C+ = 76.5 - 79.49	D+ = 66.5 - 69.49	F = 0 - 59.49

Exams (50%). There will be 3 **non-cumulative** exams during class time which will cover all lecture material and assigned readings. Exams will be objective format (e.g. true/false, multiple choice, fill-in-the-blank, and short-answer). Study guides will be posted on Canvas 3-5 days before the exam, but you will need to complete an online practice quiz to gain access.

Make-up exams will be given ONLY with documented proof of dire emergency or illness. You must contact me within three days of a missed exam to qualify for a make-up.

Discussion leadership (10%). Discussions are fun and useful ways to help students formulate and articulate opinions, ensure a grasp of the material, provide an opportunity to ask questions, and deal with issues arising from the class material. Discussions also help ensure a collegial class atmosphere!

You will each be expected to lead discussion for one of the designated discussion sections with 2-3 other classmates. A discussion leader should try to facilitate discussion with classmates by reading the material carefully and bringing questions, scenarios, ideas, etc. to the table. This is your chance to try your hand at teaching! You can try breaking the class into smaller group discussions, play a game, make slides, organize a debate – be creative! You are encouraged to come see me in office hours to chat about your ideas.

You and your fellow leaders will be graded on how well you facilitate discussion of the readings, and you will also grade each other's participation in organizing the discussion session. Some students may feel more comfortable participating in discussion if they can prepare prior to class. Therefore, leaders are expected to post some discussion prompts on the Canvas message board at least one day before the class period.

Discussion & participation (10%): Participation is an important component of this class, and you are expected to come prepared having done the readings. All lectures will be interactive and often will involve in-class activities, where you will be asked to think about material we have been working through and to prepare questions or responses to prompts. Your written responses (for example, "one-minute-essays" on concepts that we have covered) will be collected and used to assess attendance and participation.

On days where articles have been assigned for class discussion, the job of the class is to discuss! Thus, you are expected to come to class prepared and ready to participate. Discussion is not always easy, but it is an important skill to master. **It's okay to be wrong!! It's okay to be shy!!** But at some point you have to get over it, and start talking. For some of you this will be a challenge. Rise to it! You are expected to make at least one contribution to the discussion per session. You can also earn participation points by responding to the tweet-style posts of other students on the discussion board for designated discussion days.

Informal reading responses (10%): There will be 12 reading responses over the semester corresponding with guest lectures and discussion days. Responses are due by 11:59 PM on the day prior to the class discussion and are submitted through Canvas. Late assignments will be accepted until the start of class but the grade will be docked 10%. After class starts, no late assignments will be accepted.

Prompts will be provided on Canvas, but will typically involve:

- very briefly answering four questions (1. What is one thing you found interesting? 2. What is one thing that seems clearly true/correct? 3. What is one thing you found problematic? 4. What is one question you have?)
- Submitting one tweet-style post to the Canvas discussion board summarizing what you thought the major point of the readings were.

Response/critique paper (15%). About 2/3rds of the way through the semester, I will assign each student a recent article published in the primary literature in the journal *Evolution and Human Behavior* (see the journal website <http://www.ehbonline.org> for an early overview of the kinds of research published there). In a minimum TWO-PAGE, maximum THREE-PAGE single-spaced paper (10-pt font, 1" margins), you will need to summarize the main evolutionary argument or hypothesis being examined in the article and the data the researcher(s) use to do so. Then, using at least two additional reference sources from the primary literature, you will need to discuss/critique the methodology, data analysis, and conclusions of the study. In your critique, you will need to identify what kind of evolutionary approach the researchers followed. Your response should also address the following questions:

- Are the data collected appropriate to address the hypothesis? Why or why not?
- Are the conclusions or implications the researchers highlight in their discussion appropriate and justified?
- How could the study be improved or expanded upon?
- What would make it a more convincing study?

The purpose of this assignment is to demonstrate your [1] comprehension of the study being critiqued, [2] your ability to evaluate the researcher(s)' experimental design and interpretation, [3] your creativity and understanding of evolutionary thinking in designing ways to improve upon or extend the study, and [4] your ability to express yourself clearly and succinctly in writing using appropriate logic, organization, grammar, and syntax. To give yourselves an idea of what I will be looking for in grading this assignment, I will post the *Paper Critique Rubric* on Canvas.

You will also be expected to compose two "tweets" to post on a Canvas discussion board, one summarizing the study and the second giving your overall opinion of it. A final component of your grade for this assignment will be to respond in tweet-form to the tweets of at least two other students in the class.

Attendance (5%). Attendance will be taken randomly throughout the semester, often via in-class activities. Missed quizzes/in-class activities cannot be made up.

Late work. Except where discussed previously in the Assignments and Grading Policies or specific assignment handouts, late work will be accepted but will incur a penalty of 10% for every day late.

Exam Regrading Policy: Grade disputes must be turned in to me in writing within 1 week of when the exam is returned. The student must include a 1 page explanation per question of why (s)he thinks that his/her answer is correct. Simple errors in addition can be corrected immediately. Students wishing to appeal a grade for one of the writing assignments, have 1 week to appeal their grade by turning in a 1 page explanation of why (s)he thinks that his/her paper should be regraded.

EXPECTATIONS

Classroom expectations:

- I expect you to come to class prepared by having done the readings.
- I expect you to treat others with respect. This includes putting phones on silent and no texting during class.
- We will sometimes discuss sensitive topics, and the classroom is a space for free and open inquiry and for the critical evaluation of ideas. I expect you to be thoughtful and considerate when interacting with other students. Students and instructors have an obligation to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus.

- I expect you to be on time for class and remain in the classroom for the duration of the lecture. If you need to leave early for a particular class, please let me know beforehand.
- If you have trouble hearing or concentrating on the lecture because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know. Disruptive classroom behavior may be subject to disciplinary sanction.

In turn, I will:

- Post assigned readings and assignments to Canvas in a timely manner (at least 2 weeks ahead of time)
- Return assignments/exams in a timely manner (~within 1-2 weeks).
- Treat students and student opinions with respect.

INSTRUCTOR PERSPECTIVE

We are going to cover a LOT of material in this course, much of which may be very new to many of you, especially those without some theoretical background experience in evolutionary biology, biological anthropology or psychology. That said, the study of human sexual behavior and reproduction is inherently fascinating, and is a subject area where everyone has some experience and opinion. I strongly encourage you to articulate your thoughts and ideas about the material freely and fully. NONE of the material we will cover is beyond the grasp of any motivated and enthusiastic student willing to put in the effort, and I urge you all to throw yourselves wholeheartedly into this fascinating field.

I want you all to feel comfortable enough to pose questions, ask me for clarification, interrupt with ideas and comments, and offer your own opinions or challenges to the material I am presenting. In fact, part of your grade in this class will **DEPEND** on your willingness to do this both in with one another and with the class, through both in-class and online discussions and posts – so do not be shy!

Also, this is my first time teaching this course, so I look forward to hearing your thoughts throughout the semester on the subjects we cover, materials we use, and format of the class.

Before we begin, you should be aware that in this class we will take a decidedly **EVOLUTIONARY** perspective on human and nonhuman animal behavior and sexuality, and you will be assessed in part on your ability to grasp, articulate, employ, and evaluate evolutionary/adaptationist thinking using scientific evidence and logic. If you find yourself resistant to evolutionary thinking arguments for philosophical, religious, or other reasons, then this may not be a class for you.

Finally, I would love to see **ALL** students learn the material well and receive good grades in this class. So, please come see me in office hours or make an individual appointment with me immediately if you are having any undue difficulty with the material or any problems or concerns you want to discuss.

TENTATIVE COURSE SCHEDULE*

*subject to change

PART I: SCIENCE, EVOLUTIONARY THEORY, AND SEX

Date, Topic and Readings

Assignments

W Jan 23: Introduction

F Jan 25: Science and the study of human sexuality
Sense & Nonsense Ch. 1

Syllabus
quiz

M Jan 28: Objectivity & the social construction of scientific knowledge
Marks (2009) *Why I am NOT a scientist*, Ch. 1

W Jan 30: Discussion:

Heinrich et al. (2010). Most people are not WEIRD. *Nature* 466: 29

Jones (2010). A WEIRD view of human nature skews psychologists' studies. *Science* 328:1627

Bertotti Metoyer & Rust (2011). The egg, sperm, and beyond: gendered assumptions in gynecology textbooks. *Women's Studies* 40: 177-205.

reading
response
#1

F Feb 1: Fundamentals of evolutionary theory

Evolution and Human Sexual Behavior Ch. 1

M Feb 4: Fundamentals of evolutionary theory continued

Why Sex Matters Ch. 2

W Feb 6: Basics of sexual selection theory & sociobiology

Why Sex Matters Ch. 3

F Feb 8: Basics of sexual selection theory & sociobiology continued

Why Sex Matters Ch. 3

M Feb 11: Discussion lead #1: Criticisms of sexual selection theory

Tang-Martinez (2016). Rethinking Bateman's Principles: Challenging persistent myths of sexually reluctant females and promiscuous males. *J Sex Research* 53: 532-559

reading
response
#2

W Feb 13: Guest lecture: Wednesday Martin, author of

Untrue: Why nearly everything we believe about women, lust, and infidelity is wrong and how the new science can set us free

reading
response
#3

PART II: NATURAL HISTORY OF SEX

F Feb 15: Why sex? asexual and sexual reproduction

Evolution and Human Sexual Behavior Ch. 1

M Feb 18: Film

W Feb 20: *** EXAM 1 (Science, evolutionary theory, & sex) *******

F Feb 22: Sex determination and differentiation

Evolution and Human Sexual Behavior Ch. 4

Ainsworth (2015). Sex redefined. *Nature* 518: 288-291.

M Feb 25: Guest Lecture TBD

W Feb 27: Discussion lead #2: Biological sex as a spectrum & current events

reading
response
#4

F Mar 1: Female reproductive anatomy and the ovarian cycle

Evolution and Human Sexual Behavior Ch. 7

M Mar 4: Male reproductive anatomy

Evolution and Human Sexual Behavior Ch. 7

W Mar 6: Physiology of sexual intercourse

Evolution and Human Sexual Behavior Ch. 8 & Roach (2008). *Bonk* Ch. 5

F Mar 8: Reproductive anatomy in a comparative perspective

M Mar 11: Pregnancy, birth and lactation

Evolution and Human Sexual Behavior Ch. 9

W Mar 13: Parental investment conflict, cryptic choice, and sperm competition

F Mar 15: Discussion lead #3: microchimerism and maternal health
 Boddy et al. (2015). Fetal micorochimerism and maternal health: a review and evolutionary analysis of cooperation and conflict beyond the womb. *Bioessays* 37: 1106-1118. reading response #5

M Mar 18 to F Mar 22: *** SPRING BREAK!! *******

M Mar 25: Human infant sex ratios and parental investment
 Hrdy (1999). *Mother Nature*. Ch. 13

W Mar 27 & 29 : ** no class – American Association of Physical Anthropologist Meeting **

M Apr 1: Discussion lead #4: mother’s milk and sex-biased investment reading response #6

PART II: EVOLUTION AND VARIATION IN HUMAN SEXUAL BEHAVIOR

W Apr 3: Mate choice and biocultural perspectives on attraction

F Apr 5: *** Exam 2 (Natural history of sex) *******

M Apr 8: Discussion lead #5: Olfaction and mate choice reading response #7

W Apr 10: Cross-cultural variation in sexual behavior and mating patterns
Evolution and Human Sexual Behavior Ch. 2

F Apr 12: Genetic effects of mating systems

M Apr 15: Female “extended” sexuality and cycle effects on behavior
 Thornhill & Gangstead (2008). *The Evolutionary Biology of Human Female Sexuality*. Ch 3

W Apr 17: Discussion lead #6: cycle effects on behavior reading response #8
 Dixon (2009). Book review: *The evolutionary biology of human female sexuality*. *Archiv Sex Behav* 38: 1067-1069.
 more tbd.

F Apr 19: Sexual orientation in a comparative and cultural perspective

M Apr 22: Discussion lead #7: sexual orientation in an evolutionary framework reading response #9

W Apr 24: Mate guarding, jealousy, and control of sexuality

F Apr 26: Intersexual coercion

M Apr 29: Discussion lead #8: infanticide reading response #10

W May 1: evolutionary biology of pair bonding & romantic love
Evolution and Human Sexual Behavior Ch. 3

F May 3: Infidelity

M May 6: Discussion lead #9: monogamy, infidelity, and polyamory reading response #11

W May 8: Contraception and/or sexually transmitted infections and human evolution

F May 10: Discussion lead #10: sex in the now – the internet, porn and social media

Salmon (2012). The pop culture of sex: an evolutionary window on the worlds of pornography and romance. *Review of General Psychology* 16: 152-160.

Utz et al. (2015). Snapchat elicits more jealousy than Facebook: a comparison of Snapchat and Facebook use. *Cyberpsychology, Behavior, and Social Networking* 18: 141-146.

reading
response
#12

FINAL EXAM PERIOD: * Exam 3 (evolution & variation in human sexual behavior) *******

COURSE POLICIES

Statement on Learning Success and Accessibility. Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT (see below).

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the 1st 3 weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations (see below).

Exam taking policies. On exam days, students will only be allowed to take a pen/pencil to their seat. All backpacks, book bags, purses, phones, etc. must be left at the front of the classroom. Hats with rims are not permitted to be worn.

Social media/discussion groups. Students are welcome to participate in online forums for study and discussion (e.g., a course Facebook page). However, Dr. Veilleux must be invited and permitted to join any such forum in order to monitor content. *Please note* that sharing information about an exam with a student who has not yet taken an exam will be considered cheating, regardless of the means by which the information is shared (e.g., verbally, on a web page, via email, via text, etc.). Students who observe cheating via electronic media are encouraged to inform Dr. Veilleux.

Absences. Attendance will be taken randomly through the semester, and attendance is necessary for in class activities. The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency.

Personal Pronoun Preference. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Religious Holy Days. Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day, you will be given an opportunity to complete the work missed within a reasonable time after the absence. **It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen (14) days prior to the classes scheduled on dates you will be absent to observe a religious holy days.**

Academic Integrity. Each student in the course is expected to abide by the University of Texas Honor Code: *"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."* **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of

plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

In this class, cheating and plagiarism includes (but is not limited to):

- Copying from another student's exams, in class assignment, or from any electronic device.
- Collaborating, without authorization, with another person during an exam or in preparing academic work (e.g., summaries for In Class Activity assignments or Ecological Profiles).
- Copy/pasting information from sources into your assignments (you **MUST** use your own words to paraphrase the information and cite the source)

Any student found cheating (including plagiarizing) will receive a zero for the assignment, be dropped 1 letter grade for the final course grade, and be referred to the Dean of Students.

IMPORTANT INFORMATION AND RESOURCES

Q Drop Policy. If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students

Services for Students with Disabilities. This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center. Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information – Behavior Concerns Advice Line:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting. Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.