

STUDENTS AS PARTNERS



ADRIANA ESPINOZA she/her

- MCDB major | Spanish & Women and Gender Studies minors
- Career Aspirations: Medicine
- Jacob Van Ek Award recipient; Student Fellow at CU Cancer Center; Buffs for Reproductive Rights; Currently studying for MCAT and Defending Honors Thesis in the field of reproductive biology
- Committed to creating space in medicine that is both inclusive, diverse, and equitable.



ISAIAH FUENTES he/him/él

- Psychology major | Ethic Studies minor | Care, Health, & Resiliency Certificate
- Career Aspirations: Medicine
- Student mentor at Renée Crown Wellness Institute's Mindful Campus Program; CISC; Tau Psi Omega, Latiné Student Alliance; UMAS y Mecha
- Committed to advancing health equity and addressing systemic barriers that disproportionately impact marginalized communities



KATE SEMSAR she/her

- PhD in the field of Behavioral Biology & Neuroscience
- Teaching Associate Professor & Assistant Director of Miramontes Arts & Sciences Program
- Committed to supporting first generation students and students from underserved backgrounds.
- Committed to teaching natural science courses that acknowledge the influences society has on science and the impact science has on society by integrating lenses of the social sciences, arts, and humanities.

OUR GOALS



Goals for students in the Genes to Gender course

Course Learning Goals

- Develop community with others in MASP
- Develop identity as a scholar
- Develop skills for talking about sensitive issues
- Develop awareness of how internal models about the world inform how we make decisions



Content Learning Goals

- Differentiate gender and biological sex
- Describe genetic, reproductive, hormonal, physical, and neural variation in biological sex characteristics
- Identify factors that impact one's gender identity
- Discuss how use of binary or non-binary definitions of sex and gender impact those with non-binary and transgender identities



Team Goals

- Communicate effectively
- Equitable accountability
- Creativity-driven space
- Team decisions



Adriana's Goals

- Gain understanding of pedagogy
- Develop science communication skills
- Both goals aimed to improve skills as a future physician



Kate's Goals

- Incorporate student perspective into course
- Understand more about what helps students feel empowered as scholars



Isaiah's Goals

- Help students get a better understanding of gender disparities
- Develop science communication skills
- Goals aimed to improve skills as a future physician and do work related to passion for advancing equity

GENES TO GENDER SYLLABUS



BUILDING OUR LEARNING COMMUNITY

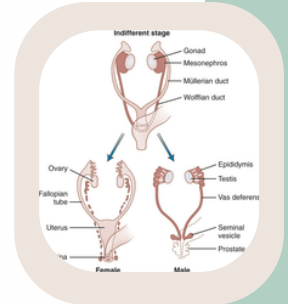
01

Day 1 & Day 2 focus on community building through developing course norms, and community activities with course content.

BIOLOGICAL SEX DETERMINATION

02

- Exploration on how people use models to understand the world
- Student presentations on sex determination in non-human species
- Lectures on sex determination and development in humans

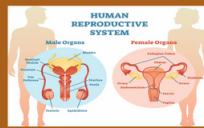


INTERSEX

03

- Student presentations on various intersex conditions.
- Viewing of video stories by intersex people and discussion on their perspectives and the impacts their stories have.

Androgen Insensitivity Syndrome



Bugis People and Gender Diversity



WORLD GENDER IDENTITIES

04

- Student presentations on world cultures that recognize more than two genders.
- Guest lecture on gender and sexuality in Africa.

BINARY / NON-BINARY MODEL EVALUATION



Using checklists of what makes a strong definition and what makes a strong model of natural phenomenon, students evaluate the binary and non-binary definitions/models of biological sex to determine which is strongest.

FINAL PROJECTS

Students apply their knowledge of binary and non-binary definitions of biological sex and gender to analyze a contemporary issue in society. Students are free to present information in any creative format they wish.



PARTNERSHIP FOCAL POINTS

01.



Syllabus Development

Team decisions on course goals and what topics and types of assignments belong in the course.

Benefit to Course

The student perspective on what topics are accessible and most interesting are integrated into the course. In addition, assignments are aligned with those that students feel help them develop their identity as a scholar.

Benefit to Student Partner

Develop understanding of pedagogy. Input on content that is meaningful to them.

02.



Class Planning & Assignment Design

Everyone took specific course days to create the class plan, including related assignments. Students each took one day of course.

Benefit to Course

Class plans and assignments are better aligned with: student interests, students' background knowledge, and an understanding of the associated workload. This resulted in both a wider range and novel assignment types.

Benefit to Student Partner

Develop pedagogical design skills. Develop science communication skills. Follow passions promoting equity.

PARTNERSHIP FOCAL POINTS

03.



Course Material Acquisition and Review

Students find assignment materials for the course and help review all material.

Benefit to Course

Students bring in a wider range of course material than the instructor could find on their own, bringing in their own diverse expertise. Course materials are vetted to be accessible for the types of students in the course.

Benefit to Student Partner

Enhance research skills.
Develop understanding of pedagogy.
Develop science communication skills.

04.



Course Interview

Student partners conducted a course interview mid-semester to get feedback on the course design.

Benefit to Course

Having mid-semester feedback allowed us to understand better that while course material was at the right level for most students, students with more background wanted additional resources.

Benefit to Student Partner

Receive student feedback.
Develop communication skills.

PARTNERSHIP REFLECTION

Impacts for Us

Kate

Having students do assignments and assess whether they meet its goals is *priceless*. Loved witnessing us all grow.

Adriana

The most impactful part of the experience was getting to be on the other side of class development, and seeing the amount of effort and thoughtfulness it takes to create a class from scratch. This experience has deepened my appreciation for instructors

Isaiah

My favorite part of this experience was being able to collaborate with one of my peers as well as with one of my professors to create something that is bigger than me. In being a member of the LGBTQIA+ community, I recognize that our members are constantly at battle due to various disadvantages that exist. I loved being able to dive deep into the connection and disconnection between biology and sociology through sex and gender, allowing students to build critical thinking skills in a world where trans and gender-diverse folk are NOT going anywhere!

Advice for Future Partners

Kate

Blend the expertise of the team. Set clear tasks. Reciprocal feedback. Lean into backwards design.

Adriana

Keep your mind open about changing the structure of your methods and content. The things we can create are dynamic, and you are allowed to change them if you find that another method serves your audience better. It's okay to keep going back to the drawing board.

Isaiah

Really push yourself to explore what life is like on the other side. With an ever-changing world around us, it is imperative to understand both this generations' students' perspective when it comes to learning as well as the teaching perspective that might not have always worked. In building this relationship with your partner, it allows for a well-rounded class to be carried out that is built upon a good foundation.