

# SYLLABUS: Gender/Sex, Hormones, and Behaviour, Psychology 398

Winter 2019: Tuesdays 10-11:30, MacIntosh-Corry B201; Thursdays 8:30-10, Dunning 14

## 1. PROFESSOR: Dr. Sari van Anders

**Role:** Dr. van Anders will lead the course, teach the classes, resolve any conflicts, hold office hours, respond to questions, be involved in grading, and supervise the TA.

**Office hours:** Tuesdays 3-4, Humphrey Hall 353, or by appointment. If you cannot make these, please send Dr. van Anders an email with a screen shot of your course schedule and 5 preferred times; email info is below.

## 2. TA: Suhui Yap

**Role:** Ms. Yap will sit in the course, hold office hours, be involved in grading, and respond to questions.

**Contact:** [suhui.yap@queensu.ca](mailto:suhui.yap@queensu.ca)

**Office hours:** Mondays 2pm–3pm, Humphrey H220/H221, or by appointment. If you cannot make office hours, please email Ms. Yap with 3 of your available times. Email info is below.

## 3. COURSE DESCRIPTION

Do hormones influence who we are as gendered people? Could it be, also, that our gender influences our hormones? How do gendered conceptions of the world affect how we view hormones? In this interdisciplinary course, we will explore hormones as evolved, biochemical substances that circulate in our bodies as well as cultural narratives circulate in our societies. We will learn about gender, hormones, and behaviour using scholarship and science from the humanities, natural sciences, social sciences, biological sciences, and medical approaches, among others. Within and across these approaches, we will use an array of perspectives including psychological, feminist, queer, trans, health, anatomical, policy, disability, and more. Some of the topics we will cover include bodily sex development, gender diversity, sports, health, sexuality, social behaviour, and others. This class will use an interactive lecture/discussion format, and students will be evaluated on the basis of research essays, assignments, exams, and quizzes. There is an accompanying OnQ site.

## 4. COURSE READINGS

- Course readings are on OnQ.
- Dr. van Anders has designed the syllabus and course materials for use as part of PSYC398 at Queen's University. They are the property of the instructor, Dr. Sari van Anders, unless otherwise stated. The course materials by Dr. Sari van Anders may not be shared in general or posted to commercial course material sites without permission. Third party copyrighted materials (such as book chapters and articles) either have been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying the PSYC398 course material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>. (*This paragraph is built on materials from Queen's University.*)

## 5. OnQ AND CONTACTING THE PROFESSOR OR TA

- This course has an accompanying site on *OnQ*, called “398: Gender, Hormones, & Behaviour W19.
- Do you want to contact the professor or TA?
  - Please check this syllabus – it has answers to many of your questions!
  - Email is great *for quick questions* (e.g. yes/no answer); longer questions are better for office hours. We would love to see you and discuss your questions in office hours.
  - Please identify a classmate who can provide you with materials in case of missed classes. We do not provide summaries of classes you have missed.

- We will respond quickly to your emails, but please allow two business days for responses. E.g. you send either of us an email on Monday, we respond by Wednesday; you send either of us an email Friday, we respond by Tuesday.
- Please email from your queensu.ca email account; include a salutation (e.g., Dear Dr. van Anders), why you are emailing, and a closing (e.g., thank you, [student name]).
- Dr. van Anders is at [sva5@queensu.ca](mailto:sva5@queensu.ca) and Ms. Yap is at [suhui.yap@queensu.ca](mailto:suhui.yap@queensu.ca).
- Please check the course website and your email regularly for important messages.

## 6. LEARNING OUTCOMES: By the end of the course, you should demonstrate...

- An understanding of empirical research and/or feminist scholarship on gender, hormones, and behaviour;
- An understanding of the research methods and problematics of doing this research;
- The interdisciplinary nature of these questions and approaches;
- The diverse feminist engagements with gender, hormones, and behaviour;
- An ability to evaluate research on gender, hormones, and behaviour in the future;
- More deeply developed skills at engaging in civil, constructive, and evidence-based discussion, including about controversial topics or perspectives you disagree with;
- Improved time management skills;
- Expanded ability to work in groups with people from diverse educational backgrounds and engage in perspective-taking;
- Insights into the ways that scientific research is discussed in policy development.

## 7. RESPECTFUL TREATMENT

- As in all your classes, please ensure that your language is respectful to people who may be similar or different from you. This is my policy, as well as the University's: <https://www.queensu.ca/secretariat/policies/senate/harassmentdiscrimination-complaint-policy-and-procedure#A>.
- All communications related to this class, with classmates, and with the professor and TA should be kept respectful and related to class content.
- If you are unsure what respectful language entails, please contact the professor with questions. This site also has some useful information: <https://www.queensu.ca/styleguide/inclusivelanguage>.

## 8. ACCESSIBILITY & WELL-BEING

- If you have an Accommodation letter, please upload it on OnQ (go to Assessment → Assignments → Accommodation Letters Upload Portal).
- Please let me know as soon as possible whether you will be needing an *Academic Accommodation* for a disability. I will work with you to meet your needs. “Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>” (quoted from <http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement>). This page also has information: <https://www.queensu.ca/accessibility/students/supports-and-services-students-disabilities>.
- If something is interfering with your ability to meet course expectations, you may want to look into an *Academic Consideration*, which is for extenuating circumstances outside of disabilities (e.g., illness, injury, required treatment, bereavement, traumatic event, representing the university, etc.):

[https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal\(1\).pdf](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal(1).pdf) Queen's asks that I include this statement about Academic Consideration for Students with Extenuating Circumstances: "Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>). Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at:

<http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following: Instructor/Coordinator Name: Sari van Anders; Instructor/Coordinator email address: [sva5@queensu.ca](mailto:sva5@queensu.ca).

- If you are experiencing disruptions to your well-being that impact your learning (or not), there are resources to support you and all enrolled students. These include Counselling Services at Student Wellness (613-533-6000, ext. 78264; [counselling.services@queensu.ca](mailto:counselling.services@queensu.ca)), Health Services at Student Wellness (613-533-2506), and Sexual Violence Prevention and Response (<https://www.queensu.ca/sexualviolencesupport/home>)

## 9. COURSE MISCELLANEOUS

- Please see and abide by Queen's University's guidelines on academic integrity: "Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university." (quoted from Queen's University's syllabus template)
- Please inform me, by two weeks after our first class, of any conflicts between class and university-sponsored events or religious holidays that might occur in the semester.
- Laptops and handheld computing equipment (e.g., smartphones) are **not** welcome in class due to their disruptive effects on learning, including other students. Please put them away in a backpack, turn off any alarms/ringers, and do not leave them on your desk. If there is something urgent that cannot wait, you are

welcome to leave class. If this poses a serious problem for you, see Dr. van Anders to discuss. No recording of the class (audio and/or visual) is allowed.

- Guests are potentially welcome, but only if you receive advance permission from Dr. van Anders.
- Please come to visit your professor and TA during office hours, at least once.
- **This syllabus will change; ensure you are up to date by attending class and checking OnQ.**

**PLEASE NOTE:** This class contains material related and relevant to gender, sex, sexuality, and, among other things, may include explicit sexual images (including nude images of genitals).

**PLEASE ALSO NOTE:** This class contains some material related to sexual or gender coercion, assault, abuse, offending, and more.

**ACCORDINGLY:** Please be aware that, by enrolling in this course, you are agreeing to take a course that covers this material and that you are able to deal with this subject matter or have (or will have) the support to do so. If you find yourself concerned or distressed about personal matters relating to gender, sex, or sexuality, I encourage you to contact a health center; e.g.,:

- <http://www.queensu.ca/studentwellness/home>
- Health and Counseling Services at Queen's, 613-533-2506,
- a 24-Hour Community Crisis Line, 613-544-4429
- Good2Talk, a post-secondary student helpline: <https://good2talk.ca/>
- the Sexual Assault Centre Kingston (24/7 crisis and support line), <http://sackingston.com/> 613-544-6424 or 1-877-544-6424.

## 10. GRADING SYSTEM

- All components of this course will receive numerical percentage marks. The final grade you received for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale. (*Text from Queen's University.*)

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## 11. GRADING-RELEVANT POLICIES

- All assignments are due by 15 minutes prior to the start of class, electronically on the date indicated. Make sure you use Word (or .doc or .docx); any materials that are not able to be opened will be counted as late.
- **Materials handed in late will have one letter grade deducted per day** unless accompanied by appropriate documentation. E.g., your paper is handed in 10 min late and is graded as B+; your final grade on the paper will be C+.
  - I recommend you submit your materials early, to avoid dealing with equipment failures.
  - I am happy to take early assignments if you will be away on a due date.
- You are welcome – and encouraged – to hand in a draft ahead of grading, once. Dr. van Anders or the TA will read it and give feedback approximately one week after receipt.
- Grade Disputes
  - Wait 48 hours after receiving your grade.
  - Submit a detailed explanation in writing, electronically, of why you think your grade is in error, with the original materials with the original comments of the TA/professor.
  - We will give you a response in writing within one week on a business day.
  - If you still have questions, we will meet to discuss.
  - For a simple grading error (e.g. addition), bring it to our attention ASAP.
  - The deadline for introducing a grade dispute is 2 weeks after materials are handed back or 2 days after the last day of class – whichever is sooner. After these deadlines, there will be no changes.

## 12. GRADING & ASSIGNMENTS

- **25% Quizzes**
- **40% Essay**
  - 5% Topic selection for essay, due: January 24<sup>th</sup>
  - 10% Essay outline, due: February 15<sup>th</sup>
  - 5% Two draft pages of essay: due March 14<sup>th</sup>
  - 20% Final essay: due April 2<sup>nd</sup>
- **15% Information Fact-Sheet:** due February 28<sup>th</sup>
- **20% Take-Home Final Exam:** due in final exam time

### 13. SCHEDULE & READINGS

#	Date	Topic & Readings
1	01/08	<b>Introduction to Class:</b> <i>What will this course be like?</i>
2	01/10	<b>Perspectives &amp; Terminologies:</b> <i>What are important foundations for this class? Hormones, gender/sex, science, &amp; feminism.</i>
3	01/15	<b>Perspectives &amp; Terminologies Continued:</b> <i>What are important foundations for this class? Hormones, gender/sex, science, &amp; feminism.</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>van Anders SM, Schudson ZC, Abed EC, Beischel WJ, Dibble ER, Gunther OD, Kutchko VJ, &amp; Silver ER, 2017. Biological sex, gender, and public policy. <i>Policy Insights from the Behavioral and Brain Sciences</i>, 4, 194-201.</li> </ul>
4	01/17	<b>Understanding Hormones:</b> <i>What are hormones, how do they work, and what “pretheories” do we have about them?</i>  <b>Readings:</b> <ul style="list-style-type: none"> <li>Fausto-Sterling A, 2000. Chapter 6: Sex glands, hormones, and gender chemistry. In <i>Sexing the Body</i>. Basic Books: New York, NY.</li> <li>Fausto-Sterling A, 2000. Chapter 7: Do sex hormones really exist? (Gender becomes chemical). In <i>Sexing the Body</i>. Basic Books: New York, NY.</li> </ul>
5	01/22	<b>Causality:</b> <i>How do hormones affect behaviour – and vice versa?</i>  <b>Readings:</b> Hoffman GA & Bluhm R, 2016. Neurosexism and neurofeminism. <i>Philosophy Compass</i> , 11, 716-729.
6	01/24	<b>Sexual Differentiation:</b> <i>How do people come to have sex and gender?</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>Pick one non-human animal sex difference that seems to also in humans and prove this is or is not the case.</li> </ul>
7	01/29	<b>Sexual Differentiation Continued</b>  <b>Reading:</b> <ul style="list-style-type: none"> <li>Hyde JS, Bigler RS, Joel D, Tate CC, &amp; van Anders SM, 2018. The future of sex and gender in psychology: Five challenges to the gender binary. <i>American Psychologist</i>.</li> </ul>
8	01/31	<b>Prenatal Endocrine Disruptors:</b> <i>How does the environment affect our hormones – and us?</i>  <b>Reading:</b> <ul style="list-style-type: none"> <li>Rahman Kabir E, Sharfin Rahman M, &amp; Rahman I, 2015. A review on endocrine disruptors and their possible impacts on human health. <i>Environmental Toxicology and Pharmacology</i>, 40, 241-258.</li> </ul>
9	02/05	<b>Sexual and Gender/Sex Diversity within Humans Across Lifespans:</b> <i>How does age, lifephase, and other factors affect hormones and gender/sex?</i>
10	02/07	<b>Sexual and Gender/Sex Diversity Across Species:</b> <i>What is the diversity of sex across species?</i>

		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Pick a favorite non-human mammal (or, if you have no favorites, one that starts with the same letter as one of your names) and find out what sexes it develops into and how!</i></li> </ul>
11	02/12	<b>Writing Workshop!</b>
12	02/14	<b>Writing Workshop Continued!</b>
13	02/19	NO CLASS (READING WEEK)
14	02/21	NO CLASS (READING WEEK)
15	02/26	<p><b>Sexual and Gender/Sex Diversity Across Species Continued</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Pick a favorite non-human non-mammal animal (or, if you have no favorites, one that starts with the same letter as one of your names) and find out what sexes it develops into and how!</i></li> </ul>
16	02/28	<p><b>Intersex/DSDs: What is the diversity of sex within humans? When is this a medical issue?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Jordan-Young RM, 2012. Hormones, context, and “brain gender”: A review of evidence from congenital adrenal hyperplasia. <i>Social Science &amp; Medicine</i>, 74, 1738-1744.</li> </ul>
17	03/05	<b>Intersex/DSDs Continued</b>
18	03/07	<p><b>Transgender: How do individuals transition gender/sex, and why?</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• T’Sjoen, Arcelus J, Gooren L, Klink DT, Tangpricha V, in press. Endocrinology of transgender medicine. <i>Endocrine Reviews</i>.</li> <li>• Hale CJ, 2002. Whose body is this anyway? In <i>Genderqueer: Voices from Beyond the Sexual Binary</i>. Eds J Nestle, C Howell, &amp; R Wilchins. Reprinted in <i>Sex, Gender, and Sexuality: The New Basics</i>. 2009. Eds AL Ferber, K Holcomb, &amp; T Wentling. Oxford University Press, New York, NY.</li> </ul>
19	03/12	<b>Transgender Continued</b>
20	03/14	<p><b>Sports &amp; Athletics: What role do hormones play in sports (and vice-versa)?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karkazis K, Jordan-Young R, Davis G, &amp; Camporesi S. Out of bounds? A critique of the new policies on hyperandrogenism in elite female athletes. <i>The American Journal of Bioethics</i>, 12, 3-16.</li> <li>• International Olympic Committee, 2012. <i>IOC Regulations on Female Hyperandrogenism</i>.</li> <li>• <i>Find and read two interesting media articles: one that supports these IOC regulations and one that criticizes them. Consider: who is the author? What is their argument based on? Which (if either, or both) do you agree with?</i></li> </ul>
21	03/19	<p><b>Sports &amp; Athletics Continued: What role do hormones play in sports (and vice-versa)?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• International Athletics Association Federation, 2018. <i>Eligibility Regulations for the Female Classification (Athletes with Differences of Sex Development)</i>.</li> <li>• <i>Find and read two interesting media articles: one that supports these regulations and one that criticizes them. Consider: who is the author? What is their argument based on? Which (if either, or both) do you agree with?</i></li> </ul>

22	03/21	<b>Social Behaviors:</b> <i>How are behaviours like parenting, aggression, partnering, and more interrelated with hormones?</i>
23	03/26	<b>Social Behaviors Continued</b>
24	03/28	<b>Sexuality:</b> <i>What is sexuality and what is its reciprocal association with (which) hormones?</i>
25	04/02	<b>Sexuality Continued</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Iantaffi A, Barker M-J, van Anders SM, &amp; Scheele J, 2018. <i>Mapping your sexuality: From sexual orientation to sexual configurations theory.</i></li> <li>• [OPTIONAL]: van Anders SM, 2015. Beyond sexual orientation: Integrating gender/sex and diverse sexualities via sexual configurations theory. <i>Archives of Sexual Behavior</i>, 44, 1177-1213.</li> </ul>
26	04/04	<b>TBD</b>



## 14. QUIZZES (25% in total)

**Description:** Research shows that learning is best facilitated by regular reading and engagement, and that quizzes actually improve student learning outcomes. In this class, there will be an open-book quiz associated with each topic that covers readings and in-class materials. The quizzes will generally be short and multiple choice, though occasionally they will have longer or more in-depth questions.

### Goals:

- Improve student learning, including retention of material;
- Enhance class experience for all students by encouraging everyone to do the readings and pay attention;
- Provide students with opportunities to develop and demonstrate mastery;
- Enable students to highlight key concepts from the course;
- Provide opportunities to integrate material from across the course;
- Provide a context for students to identify unclear concepts and work to understand them better.

### Instructions:

- Print and bring each week's readings to class.
- Actively read the readings thoroughly, in advance of class
  - Underline and/or highlight important points.
  - Identify concepts you do not understand, and work to understand them by asking a peer, visiting office hours, looking online, etc.
- Actively listen to and participate in class. Take notes.
- Make sure you attend classes; only those in attendance for the class will be able to complete a quiz.

### Grading:

- Each quiz will be graded as follows:
  - All correct = 100%
  - All correct except 1 = 90%
  - All correct except 2 = 80%
  - All correct except 3 = 70%
  - All correct except 4 = 60%
  - All correct except 5 = 50%
  - All incorrect = 10%
  - Absent = 0%
- The two lowest quiz grades will be dropped from the overall average (including dates missed for Academic Considerations).

## 15. ESSAY (40%) Due: Multiple stages, see below

**Assignment:** Write an essay on a research topic of your choice related to this class. It must be a different topic from your information fact sheet and from any essays/assignments you've done for other classes.

### Goals:

- Deepen knowledge of an area that interests you related to this class;
- Develop and practice writing skills;
- Master both the topic and writing about it through multiple stages;
- Integrate scientific, clinical, and feminist research and information;
- Develop sophisticated skills at developing an argument and supporting it.

### Instructions (see all four steps, this page and next):

- **Step 1: Topic Identification (5%) Due: by 8:15 am January 24<sup>th</sup>**
  - Make notes of what sparks your interest as you look through course topics and readings and do preliminary searches online through PsycINFO and/or Google Scholar;
  - Once you have a long list of ideas, shorten this list by considering what interests you most, whether there is enough research to support a research-based essay, and what feminist perspective you could take on the issue.
  - Pick a topic on your own or bring your short list to office hours for discussion to narrow it down.
  - Submit a description of your topic that is **between one paragraph and one page**; it will be graded on the following:

GRADING OF TOPIC IDENTIFICATION		
Item	Description	Marks
Topic Description	Topic is described and articulated clearly	30
Importance	Makes clear the importance of the topic, and why it is worth writing on	10
Feminist Perspectives	Identifies the/a feminist perspective(s)	20
Literature Notes	Explains how there is enough relevant published literature to support an essay on this topic.	20
Writing Style	Topic identification is: clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

- **Step 2: Outline (10%) Due: by noon February 15<sup>th</sup>**
  - You should be spending a considerable amount of time on this step.
  - Do research to gather 4-7 scientific/clinical papers on your topic. Most of these should be empirical papers (i.e., studies, experiments, etc.) with only 1-2 review papers. You can tell these apart because empirical papers have “methods” and “results” sections.
  - Do research to gather at least 2 feminist academic papers on the topic. Of course, your scientific/clinical papers may *also* be feminist, but make sure that, of your citations, at least 2 are identifiably feminist. You can tell because they may use the word feminist, they may be published in a feminist journal, and/or they may cite feminist scholars intensively.
  - Pick a “thesis statement:” Your essay is not a research report; you are not describing the body of research. You will be arguing a point (your thesis statement), so make sure you make your thesis statement is interesting and worth arguing!
  - Your outline will consist of the following and be graded accordingly (see next page):

GRADING OF OUTLINE		
Item	Description	Marks
Introductory Sentences	An introductory sentence that describes the topic, and another one that indicates why it is important. <i>Tips:</i> Do not make broad sweeping claims (e.g., hormones are the most important; T use has never been more controversial); instead, make a specific yet compelling claim here. Check out how articles you are reading start!	15
Thesis Statement	A point to argue that is interesting and worth arguing. It is clear and well-articulated.	15
Three Main Points	Three sentences that explain the main points you will use to support your thesis.	25
One Concluding Point	One sentence that demonstrates how you will tie up your arguments to support your thesis.	10
Reference List	A list of 4-7 scientific papers (with no more than 2 reviews) and at least 2 feminist papers. All must be from academic sources. Formatting is up to you but make it consistent per reference. People often lose a lot here, so be careful!	15
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

- **Step 3: Draft Pages (5%) Due: by 8:15 am March 14<sup>th</sup>**
  - Write some of your paper, and hand in 2 contiguous pages (double-spaced) of your choice.
  - This will be graded holistically, taking the grading scheme from the final essay into account.
  - Remember: you are not describing studies; you are arguing a point, with studies used in support.
- **Step 4: Final Essay (20%) Due: by 9:45 am April 2<sup>nd</sup>**
  - Write your essay, incorporating all the feedback you have gotten from your instructors. It should be 5-7 pages, double-spaced. It will be graded on the following:

GRADING OF FINAL ESSAY		
Item	Description	Pts
Introduction	Describes the topic, indicates why it is important, and makes specific yet compelling claims. Thesis statement is clearly identified, interesting, and worth arguing.	15
Arguments	Well-articulated and logical arguments that support thesis at each step and are neither superfluous nor redundant.	20
Conclusions	Ties up arguments well to provide a unified support for your thesis.	15
Feminist Perspectives	Feminist perspectives are clear and integrated throughout paper.	20
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20
Reference List	References listed in the same formatting/style. 4-7 Scientific papers (mostly empirical papers) At least 2 feminist papers. All from academic sources	10

## 16. INFORMATION FACT-SHEET (15%) Due: by 8:15 am February 28<sup>th</sup>, through OnQ

**Assignment:** Prepare a one-page fact-sheet that presents a topic of your choice related to this course with text and images, in a feminist way and based on science and research. It must be a different topic from your essay and from any essays/assignments you've done for other classes.

### Goals:

- Develop skills at communicating broad concepts in easily digestible ways;
- Learn how to present information in visually appealing ways;
- Develop ability to summarize topics extremely concisely;
- Learn more about a particular topic of interest to you and of public importance.

### Instructions:

- Look up examples of fact sheets – there are many throughout the internet.
- Brainstorm topics and ideas that are related to this class and of interest to you.
- Think about how any of them might be presented visually. You can come up with your own images, but you do not necessarily need to do so: you can use others, but cite/source any you use. Whatever you choose to do with images (create them yourself; find them elsewhere and cite them), you will need to set up your fact-sheet to be visually appealing.
- Research your topic, looking at primary sources (original research).
- Pick one topic of your many ideas to develop into a fact-sheet. You will need to present it in ways that are clearly evidence-based and feminist, that have images and brief amounts of text. It needs to all fit on one page, but references can be on the reverse side. It can be in color or greyscale.
- Grading will be as follows:

Item	Description	Pts
Content	Explains and describes topic in clear, cogent, and useful ways.	20
Importance	Public importance of topic is made clear.	10
Visual Presentation	The entire fact-sheet is visually pleasing and coherent.	20
Text	The text makes sense, is very concise, and is presented in visually appealing ways.	15
Images	The image(s) are clear, visually appealing, and integrated into the fact-sheet.	10
Citations	The points are supported and cited, when appropriate, with accurate evidence.	10
Feminist Approach	The fact-sheet is presented with feminist considerations, including the text and images.	15

## **17. FINAL OPEN-BOOK TAKE-HOME EXAM (20%) Due: During assigned exam time.**

**Handed out: Last day of class.**

**Description:** This class will present you with considerable new material from various disciplines, levels of analysis, and epistemological approaches. In this final exam, you will be able to demonstrate how you have grasped, analyzed, and integrated the material, and provide reflections on what you have learned. There will be various kinds of questions asking for short answers (e.g., one sentence or one paragraph) and longer ones (e.g., 1-2 pages).

### **Goals:**

- Provide students with opportunities to demonstrate mastery over material and critical engagements with it;
- Enhance class experience for all students by encouraging everyone to do the readings and pay attention throughout the course;
- Enable students to highlight key concepts from the course and the ways they interrelate;
- Provide opportunities to integrate material from across the course;
- Provide a context for student reflection upon the course and learning.

### **Instructions:**

- As per quiz instructions:
  - Print and bring each week's readings to class.
  - Actively read the readings thoroughly, in advance of class
    - Underline and/or highlight important points.
    - Identify concepts you do not understand, and work to understand them by asking a peer, visiting office hours, looking online, etc.
  - Actively listen to and participate in class. Take notes.
- As the weeks go on, but especially after the conclusion of the weekly classes:
  - Make notes of concepts/ideas/lenses that cross or link multiple classes and topics;
  - Consider what unresolved issues there are and what research might be needed to resolve them;
  - Identify ongoing debates and consider what evidence you would marshal to explain the sides and argue for one of them.

### **Grading:**

- Grading for the exam will be delineated on the exam itself.
- Avoid falling into the trap of thinking that an "open-book take-home" exam will be easy; our expectations will be high since you have time to craft arguments and look up details. It is probably easier to get a low grade on this kind of exam than an in-class closed-book exam, but it is harder to get a very high grade.