

SYLLABUS: Gender/Sex, Hormones, and Behaviour, Psychology 366

Fall 2021: Mondays 11:30-1, Thursdays 1-2:30: All days/times remote and synchronous

3 Units; Prerequisites: Level 3 or above and Psyc 100.

Please note: various aspects of this syllabus are taken from language provided to instructors by the university.

1. PROFESSOR: Dr. Sari van Anders (you can call me Dr. 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's.

Office hours: Wednesdays 12:30-1:30, 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. These will be on Zoom (go to the "Office Hours – Professor" link in "Content" on OnQ to see Zoom link). *Please note, you may need to wait in the "lobby" if Dr. van Anders is already seeing someone; please be patient.*

2. TAs: Megan Henkelman, Nina Micanovic, & Eunju Son

Role: TAs will sit in the course and help Dr. van Anders during it, hold office hours, be involved in grading, and respond to questions.

Office hours: Eunju Son will be the TA holding office hours: Mondays 4pm and Thursdays 10am, or by appointment. If you cannot make TA office hours, please email psyc366@queensu.ca with 3 of your available times. The TAs will alternate weeks. These will be on Zoom (go to the "Office Hours – TAs" link on OnQ to see Zoom link). *Please note, you may need to wait in the "lobby" if the TA is already seeing someone; please be patient.*

3. COURSE DESCRIPTION

Do hormones influence who we are as gendered people? Could gender influence our hormones? And, 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 that circulate in our societies. We will use science and scholarship from the biological sciences, humanities, social sciences, and medical approaches, among others. And, we will use an array of perspectives including from psychology and neuroscience, feminism, queer and trans approaches, cultural and critical studies, policy, disability, and more. Topics may include bodily sex development, gender diversity, sport, health, sexuality, social behaviour, and others. This class uses an interactive lecture/discussion format, and students are evaluated on a mix of multi-stage essays, assignments, quizzes, and other.

This course should take up an average of 8-10 hours per week of your time. This includes (a) 3 hours in class; (b) ~3-4 hrs of weekly reading materials, studying, and note-taking, and (c) ~2 hours of weekly assignment work/preparation and office hour visits.

4. COURSE READINGS

- Course readings are on OnQ (in two sections: content and calendar). Please read the materials *before* each class meeting; we will be engaging with the materials during class and students note that their experience is much better when peers come prepared. Your goal in reading is to understand main concepts, ideas, and nuances; these will be a starting/jumping off point for our class discussions and assignments. When you don't understand something, make note and ask in office hours or in class.
- Dr. van Anders has designed the syllabus and course materials for use as part of PSYC 366 at Queen's University. "Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's express consent. A student who

engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.” “Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered in PSYC 366. The material on the website may be downloaded for a registered student’s personal use but shall not be distributed or disseminated to anyone other than students registered in this course.”

5. OnQ AND CONTACTING THE PROFESSOR OR TAs

- This course has an accompanying site on *OnQ*, called “PSYC 366 Gender/Sex, Hormones, & Behaviour F21.”
- Do you want to contact the professor or TA?
 - First, 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. If you send us long questions, we will remind you of this but know that we would love to see you and discuss your questions in office hours! Please send your messages to Dr. van Anders and/or the TAs at psyc366@queensu.ca.
 - 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 at least two business days (48 hours) for responses; e.g., you send us an email on Monday, we will aim to respond by Wednesday; you send us an email Friday, we will aim to 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]).
- Please check the course website and your email regularly for important messages.

6. LEARNING OUTCOMES:

By the end of the course, you should demonstrate...

- a) An understanding of empirical research and/or feminist scholarship on gender/sex, hormones, and behaviour;
- b) An understanding of the research methods and problematics of doing this research;
- c) An appreciation for the interdisciplinary nature of these questions and approaches;
- d) Familiarity with the diverse feminist engagements with gender, hormones, and behaviour;
- e) An ability to evaluate research on gender, hormones, and behaviour in the future;
- f) More deeply developed skills at engaging in civil, constructive, and evidence-based discussion, including about controversial topics or perspectives you disagree with;
- g) Improved time management skills;
- h) Expanded ability to work in groups with people from diverse educational backgrounds and engage in perspective-taking;
- i) 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](#).
- 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 (really!). There are also a number of sites that have useful information, including [this one from Queen’s Faculty of Health Sciences](#), [this one from Queen’s](#) and [this one about trans and transgender individuals and communities from Dr. van Anders and colleagues](#).

- “University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:
 - Make a personal commitment to learn about, understand, and support your peers.
 - Assume the best of others and expect the best of them.
 - Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
 - Recognize and value the experiences, abilities, and knowledge each person brings.
 - Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
 - It’s alright to disagree with ideas, but do not make personal attacks.
 - Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
 - Encourage others to develop and share their ideas.”

8. ACCESSIBILITY & WELL-BEING

- If you have accessibility needs that would be useful for Dr. van Anders and the TAs to know about, please let us know in advance/as relevant. While we hope that all our courses are accessible to all, there are numerous needs that anyone could have that we might not be aware of. Letting us know your needs and, if you know them, ways to address them, will help us build a class that will help more people succeed.
- If you have an Accommodation letter, please email it to us at psyc366@queensu.ca.
- Please let us know as soon as possible whether you will be needing an *Academic Accommodation* for a disability. We will work with you to meet your needs. “Queen's University is committed to achieving full accessibility for people 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. The [Senate Policy for Accommodations for Students with Disabilities](#) was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#). This [page](#) also has information.”
- If something is interfering with your ability to meet course expectations, you may want to look into an *Academic Consideration*, which allows “...the university to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances...” These may include but are not limited to incidents of social injustice, illness, injury, treatment, bereavement, traumatic event, representing the university, etc. The policy is located [here](#). 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. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#). 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](#). 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 Name: Sari van Anders; Instructor email address: sva5@queensu.ca.

- “Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.”
- “For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see [our website](#).”
- 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), Health Services at Student Wellness (613-533-2506), and [Sexual Violence Prevention and Response](#).

9. SYNCHRONOUS COURSE INFORMATION

- For pedagogical purposes, and for the best learning experience for you and your classmates, it is most helpful to me if you **leave your video on**. This will help me gauge how you are learning by your expressions and reactions to what I am teaching. If you are concerned about your background or privacy, consider using a background effect. Please don’t worry if pets or others walk by. Please feel free to eat, even on camera! However, it is your choice to put your video on or not.
- Please put up your picture in OnQ and Zoom, if possible. This way, if your video is not on, at least it is not an empty box. Students have shared that they find it less alienating and more community-building to at least have a picture (though video is best).
- We will be using Zoom for our class meetings and in-class work, which is supported by the University. “The University has taken steps to configure these platforms in a secure manner.” The OnQ site will have the most up to date information. “
- When in class, please be in class and close other browsers or computer actions. If there is something urgent that cannot wait, please turn off your screen so that you do not distract Dr. van Anders or others. The course experience will be best if you pay attention and participate – Dr. van Anders cannot compete with the entire internet but will work to make this an enjoyable, engaging, and challenging classroom experience for you.
- This class is for you; if there are others in your environment who must be present (e.g., you share a room), that is understandable and, of course if you are responsible for dependents, then that comes first! Otherwise, please attend the class privately. No one other than enrolled students can participate, including making comments during the class (if you have dependents – like babies/children – who vocalize, don’t worry :)).
- Technology Requirements: “OnQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with OnQ.” Please work with the most recent versions of software including web browsers, Java, Flash, and Adobe Reader. “A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. You can test your internet speed [here](#). For technology support ranging from setting up your device, issues with onQ to installing software, contact [ITS Support Centre](#).”
- “We strongly recommend that you confirm Internet availability in your host country before departure if you plan to travel. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses and onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.”
- We will not be recording classes – please do not ask and please do not record on your own. If you have an academic accommodation that requires recording, we will of course work with you on this. “If required for accommodations, classes will be recorded with video and audio (and in some cases transcription). The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.”

10. COURSE MISCELLANEOUS

- Academic Integrity: Please see and abide by Queen’s University’s guidelines on academic integrity: “Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of [academic integrity](#); honesty, trust, fairness, respect, responsibility, and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive (see the [Senate Report on Principles and Priorities](#)). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), 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) Having someone else do your work and/or using someone else’s work (all of it, the majority, part of it) violates academic integrity.
- Please inform Dr. van Anders, by two weeks after our first class September 23rd), of any conflicts between class and university-sponsored events or religious holidays that might occur in the semester.
- Please visit your professor and TA during office hours, at least once.
- If you would like to improve your writing or are struggling with how to word something, consider checking out an “academic phrase bank” (for example, [this one](#)).
- **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>
- [Mental Health Services](#), 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), 613-544-6424 or 1-877-544-6424.

11. GRADING SYSTEM

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

12. 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) unless otherwise indicated; any materials that are not able to be opened will be counted as late.
- You can request up to two three-day extensions on any non-quiz assignment with no penalty but you do need to ask in advance of the deadline.
- Materials handed in late will have 10% 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+.
 - We strongly recommend you submit your materials early, to avoid dealing with equipment failures.
 - We are 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 so plan ahead.
- 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 whichever is earliest of: (a) 1 week after materials are handed back within the regularly scheduled classes or (b) 2 days after the last day of class. If materials are handed back after the last class meeting, then the deadline is 2 days after materials are handed back. After these deadlines, there will be no changes.

13. GRADING & ASSIGNMENTS

- **25% Quizzes**
- **40% Essay**
 - Essay outline, 25% of essay grade, due: October 18th, 11:15 am
 - Two draft pages of essay, 10% of essay grade: due November 11th, 12:45 pm
 - Final essay, 65% of essay grade: due December 2nd, 12:45 pm
- **20% Information Fact-Sheet**
 - Fact-Sheet, 65% of fact-sheet grade, due: November 1st, 11:15 am
 - Handing in fact-sheet on time, 5% of fact-sheet grade (same: November 1st, 11:15 am)
 - Engaging with fact-sheet, 30% of fact-sheet grade, due: by November 8th, 11:15 am
- **15% In-Class Assignments:** Due various, in-class.

14. SCHEDULE & READINGS

#	Date	Topic & Readings
1	09/09	Introduction to Class: <i>What will this course be like?</i>
2	09/13	Perspectives & Terminologies: <i>What are important foundations for this class? Hormones, gender/sex, science, & feminism.</i> Material: <ul style="list-style-type: none"> • van Anders SM, Schudson ZC, Abed EC, Beischel WJ, Dibble ER, Gunther OD, Kutchko VJ, & Silver ER, 2017. Biological sex, gender, and public policy. <i>Policy Insights from the Behavioral and Brain Sciences</i>, 4, 194-201.
3	09/16	Perspectives & Terminologies Continued
4	09/20	Understanding Hormones: <i>What are hormones, how do they work, and what “pretheories” do we have about them?</i> Material: <ul style="list-style-type: none"> • Fausto-Sterling A, 2000. Chapter 6: Sex glands, hormones, and gender chemistry. In <i>Sexing the Body</i>. Basic Books: New York, NY. • 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.
5	09/23	Understanding Hormones Continued
6	09/27	Hormone Measurement & Variation in Humans: <i>What are gender/sex considerations for hormone measurement? How does age, lifephase, and other factors affect hormones and gender/sex?</i> Material: <ul style="list-style-type: none"> • DuBois Z, Gibb JK, Juster R-P, & Powers SI, in press. Biocultural approaches to transgender and gender diverse experience and health: Integrating biomarkers and advancing gender/sex research. <i>American Journal of Human Biology</i>.

7	09/30	<p>Hormone Measurement & Variation in Humans Continued</p> <p>Material:</p> <ul style="list-style-type: none"> van Anders SM, Goldey KL, & Bell SN, 2014. Measurement of testosterone in human sexuality research: Methodological considerations. <i>Archives of Sexual Behavior</i>, 43, 231-250.
8	10/04	<p>Sexual Differentiation: <i>How do people come to have sex and gender?</i></p>
9	10/07	<p>Sexual Differentiation Continued & Gender Development</p> <p>Material:</p> <ul style="list-style-type: none"> Hyde JS, Bigler RS, Joel D, Tate CC, & van Anders SM, 2018. The future of sex and gender in psychology: Five challenges to the gender binary. <i>American Psychologist</i>.
	10/11	NO CLASS (UNIVERSITY HOLIDAY)
	10/14	NO CLASS (FALL BREAK)
10	10/18	<p>Endocrine Disruptors: <i>How does the environment affect our hormones – and our gender/sex?</i></p> <p>Material:</p> <ul style="list-style-type: none"> Gore AC, Crews D, Doan LL, La Merrill M, Patisaul H, & Zota A, 2014. <i>Introduction to Endocrine Disrupting Chemicals (EDCs): A Guide for Public Interest Organizations and Policy-Makers</i>. Endocrine Society. Native Youth Sexual Health Network (NYSHN): Camastro S & Gray L(B), 2017. <i>Violence on the Land, Violence on our Bodies</i>. https://youtu.be/oJUPKdt21sA accessed 08.30.21.
11	10/21	<p>Sexual and Gender/Sex Diversity Across Species: <i>What is the diversity of sex across species?</i></p> <p>Material:</p> <ul style="list-style-type: none"> 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!
12	10/25	<p>Sexual and Gender/Sex Diversity Across Species Continued</p> <p>Material:</p> <ul style="list-style-type: none"> 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!

13	10/28	<p>Intersex/Diversity of Sex Development (DSDs): <i>What is the diversity of sex within humans? When is this a medical issue?</i></p> <p>Material:</p> <ul style="list-style-type: none"> • What It’s Like to Be Intersex https://www.youtube.com/watch?v=cAUDKEI4QKI&feature=emb_logo accessed 01.13.21 • This Black Intersex Woman Shares Her Powerful Story. https://www.youtube.com/watch?v=JRkILMzxtQs accessed 01.04.21. • Read two of the narratives included in “Normalizing Intersex: The Transformative Power of Stories.” <i>Narrative Inquiry in Bioethics</i>, 5.2.
14	11/01	<p>Intersex/DSDs Continued</p> <p>Material:</p> <ul style="list-style-type: none"> • Jordan-Young RM, 2012. Hormones, context, and “brain gender”: A review of evidence from congenital adrenal hyperplasia. <i>Social Science & Medicine</i>, 74, 1738-1744. • Lindahl H, 2020. 9 Doctors Changing the Face of Healthcare for Intersex People. https://interactadvocates.org/doctors-changing-intersex-healthcare/ accessed 01.04.2021.
15	11/04	<p>Transgender: <i>How are hormones involved in some individuals’ gender/sex transitions and/or gender affirming care, and why?</i></p> <p>Material:</p> <ul style="list-style-type: none"> • Skim through: van Anders, S. M., Galupo, M. P., Irwin, J., Twist, M. L. C., Reynolds, C. J., Easterbrook, R. B. C., & Hoskin R. A. (2019). Talking about Transgender Experiences, Identities, and Existences at Conferences. https://docs.google.com/document/d/1iHodSA16oP0itTjZPkB5tslBjMHOiMdy9lt9zmTPKPs/edit
16	11/08	<p>Transgender Continued</p> <p>Material:</p> <ul style="list-style-type: none"> • T’Sjoen, Arcelus J, Gooren L, Klink DT, Tangpricha V, 2019. Endocrinology of transgender medicine. <i>Endocrine Reviews</i>, 40, 97-117.
17	11/11	<p>Transgender Continued</p> <p>Material:</p> <ul style="list-style-type: none"> • Hale CJ, 2002. Whose body is this anyway? In <i>Genderqueer: Voices from Beyond the Sexual Binary</i>. Eds J Nestle, C Howell, & R Wilchins. Reprinted in <i>Sex, Gender, and Sexuality: The New Basics</i>. 2009. Eds AL Ferber, K Holcomb, & T Wentling. Oxford University Press, New York, NY.

18	11/15	<p>Sports & Athletics: <i>What role do hormones play in sports (and vice-versa)?</i></p> <p>Material:</p> <ul style="list-style-type: none"> • Karkazis K, Jordan-Young R, Davis G, & 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. • International Olympic Committee, 2012. <i>IOC Regulations on Female Hyperandrogenism</i>. • <i>Find and read one interesting media article on these regulations or related cases. Consider: who is the author? What is their argument based on? What do you agree/disagree with?</i>
19	11/18	<p>Sports & Athletics Continued</p> <p>Material:</p> <ul style="list-style-type: none"> • International Athletics Association Federation, 2018. <i>Eligibility Regulations for the Female Classification (Athletes with Differences of Sex Development)</i>. • Jordan-Young RM & Karkazis K, 2019. Chapter 7: Athleticism. In <i>Testosterone: An Unauthorized Biography</i>. Harvard University Press: Cambridge, MA. • <i>Find and read one interesting media article on these regulations or related cases. Consider: who is the author? What is their argument based on? What do you agree/disagree with?</i>
20	11/22	<p>Sports & Athletics Continued Continued</p> <ul style="list-style-type: none"> • Bailey M, 2016. Misogynoir in medical media: On Caster Semenya and R. Kelly. <i>Catalyst: Feminism, Theory, & Technoscience</i>, 2(2), 1-31 (especially pages 1-12). • <i>Annet's Story: Women in Sport Face Abusive Sex Testing</i>. https://www.hrw.org/news/2020/12/04/end-abusive-sex-testing-women-athletes Accessed 01.13.21.
21	11/25	<p>Social Behaviours: <i>How are behaviours like parenting, aggression, partnering, and more interrelated with hormones?</i></p> <p>Material:</p> <ul style="list-style-type: none"> • TallBear K, 2018. Making love and relations beyond settler sex and family. In <i>Eds. A Clarke & D Haraway: Making Kin Not Population: Reconceiving Generations</i>. University of Chicago Press: Chicago.
22	11/29	<p>Sexuality and Sexual Desire/Arousal: <i>What is sexuality and what is its reciprocal association with (which) hormones?</i></p>

23	12/02	<p>Sexual Identity/Diversity and Closing Class: <i>(How) Are hormones related to sexual identity and sexual diversity? What have we learned this semester?</i></p> <p>Material:</p> <ul style="list-style-type: none">• Iantaffi A, Barker M-J, van Anders SM, & Scheele J, 2018. <i>Mapping your sexuality: From sexual orientation to sexual configurations theory.</i>• [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.
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15. 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 most topics that covers readings and in-class materials. The quizzes will generally be short and multiple choice, though occasionally they may have longer or more in-depth questions. The quizzes meet learning objectives *a-e, g, & i*.

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:

- 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.
- Make sure you attend classes; only those in attendance for the class will be able to complete a quiz.
- Actively listen to and participate in class. Take notes.
- Make sure you have the reading and associated notes available for the quiz; remember, it's open-book!

Grading:

- Each quiz will be graded as follows:
 - All correct = 100%
 - All correct except 1 = 82%
 - All correct except 2 = 72%
 - All correct except 3 = 60%
 - All correct except 4 = 50%
 - All incorrect = 10%
 - Absent = 0%
- The three lowest quiz grades will be dropped from the overall average (including dates missed for Academic Considerations and/or technological problems).

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

Assignment:

Write an essay on a research topic of your choosing (from list below) related to this class. It must be a different topic than your information fact sheet and from any essays/assignments you've done for other classes (using the same materials/writing violate academic integrity). The essay meets learning objectives *a-g* and potentially *i*.

Goals:

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

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

Step 1: Outline (25% of Essay Grade) Due: by 11:15am October 18th via OnQ **(Hand in on OnQ: Assessments → Assignments → Essay Outline)**

- You should be spending a considerable amount of time on this step.
- Choose one topic from the following list and turn it into a thesis statement you will argue:
 1. The relevance of gender/sex and sexuality in non-human animals to humans.
 2. The impact of endocrine disruptors on gender/sex in humans and/or other species.
 3. Hormone variation across gender/sex.
 4. The role of pre-theory in research on gender/sex and hormones.
 5. The role of hormones in gendered/sexed human bodies.
 6. What hormone research can tell us about gender/sex diversity.
 7. Hormones and sporting/athletic success by gender/sex.
 8. The role of social location, oppression, and/or intersectionality in understandings of hormones and gender/sex.
 9. Hormones, culture, and understandings of relational diversity.
 10. Gender/sex, hormones, and aggression.
 11. Hormones, gender/sex, and sexuality in humans.
- Do a literatures search to gather at least **7 academic papers** on your topic.
 - Of the 7 academic papers, there should be at least **5 scientific papers**.
 - The majority of these papers should be those with data collection from people, e.g., studies, experiments, etc. These will have a “methods” section that includes information about participants, as well as a results section that includes quantitative (statistics) and/or qualitative (e.g., themes) analyses of the participants’ data.
 - 1-2 of these articles can be review papers. Review papers are overviews of other published research (they may also be called meta-analyses; in addition to reviewing published studies, meta-analyses actually statistically analyze the pattern of results across published studies. They use published studies as data!).
 - Of the 7 academic papers, there should be at least **2 feminist academic papers**.
 - You can tell an article is feminist if one or all of the following are true: it uses the word feminist, it is published in a feminist journal, it cites feminist scholars intensively, etc.

- These may be scientific papers as well and/or may deal with data (collecting information from participants) or they may be more theory-like or essay-like.
 - Your scientific papers may *also* be feminist and your feminist papers may *also* be scientific; make sure that, of your citations, at least 2 are identifiably feminist and 5 are identifiably scientific.
 - You may cite non-academic work in addition to the above, but only to highlight or emphasize a point, and not as a part of your main argument (this is because this class is teaching you to find, evaluate, and use academic articles; non-academic sources are important and valuable as well!).
- Pick a “thesis statement.”
 - A thesis statement puts forward a point to argue and/or that you will try to support with the research you cite. However, your essay is not a research report; you are not describing a body of research. Use your thesis statement to guide your paper and ensure all the points you make are in service of the thesis statement.
 - Make sure you make your thesis statement is interesting and worth arguing! Think through the rest (see grading of outline for details)!
- Write up and format your outline.
 - Use bullet points or a numbered list, but write in sentences
 - Use the headings in the “Item” column.
 - Your outline will consist of the following and be graded accordingly:

GRADING OF OUTLINE		
Item	Description	Marks
Introductory Sentences	Two sentences in total: 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 <i>you</i> are reading start!	10
Thesis Statement	A point to argue that is interesting and worth arguing. It is clear and well-articulated.	15
Three Main Points	Explain the main points you will use to support your thesis, using one sentence per main point (for three sentences total).	25
One Concluding Point	One sentence that demonstrates how you will tie up your arguments to support your thesis.	10
Feminist Perspectives	The inclusion of feminist perspectives is either clear or explained explicitly.	10
Reference List	A list of at least 7 academic papers (with no more than 2 reviews) including at least 2 identifiably feminist and 5 identifiably scientific papers. You can add more citations beyond this amount, from academic and/or non-academic sources. Formatting is up to you but make it consistent per reference. People often lose a lot here, so be careful! Please note that even reference software or google scholar quotes will need to be checked/edited for formatting consistency in your reference list.	10
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

Step 2: Draft Pages (10% of Essay Grade) Due: by 12:45 pm November 11th via OnQ**(Hand in on OnQ: Assessments → Assignments → Essay Draft Pages)**

- Use the “Grading of Final Essay” rubric below to organize your paper. Get started writing it!
- Hand in 2 contiguous pages (double-spaced) of your choice.
- Indicate what two pages you are handing in (e.g., first two, last two, middle two) on top of the document.
 - If you are submitting the first 2 pages, that will naturally include your thesis statement: bold it.
 - If you are submitting later pages, these will not include your thesis statement. In this case, put the thesis statement on top of your paper, separated from the paper itself and bold it.
- This will be graded holistically, taking the grading scheme from “Grading of Final Essay” into account.
 - Quote any direct sentences and cite these and points from the articles; but avoid drawing direct quotes unless they are unusually compelling in supporting your point (i.e., cite everything! Including quotations! But minimize/avoid using quotations!).
- Remember: you are not describing studies; you are arguing a point, with studies used in support.

Step 3: Final Essay (65% of Essay Grade) Due: by 12:45pm December 2nd via OnQ**(Hand in on OnQ: Assessments → Assignments → Final Essay)**

- Write your essay, incorporating all the feedback you have gotten from your instructors. It should be 5-7 pages, double-spaced, plus references.
- Strongly consider making your thesis statement obvious by something like “In this paper, I will argue that...”
- Your final essay 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 (formatting is up to you so long as it's consistent). At least 7 academic articles cited At least 5 scientific papers (no more than 2 reviews) At least 2 feminist papers	10

17. INFORMATION FACT-SHEET (20%) Due: Various.

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 (using materials or topics from other projects will violate academic integrity). Engage with others' fact sheet (see forthcoming instructions). The information fact sheet meets learning objectives *a, c, d, f, g, h*, and potentially *b, e*, and *i*.

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 for Fact Sheet (65% of Fact Sheet Grade) Due: 11:15 am November 1st via OnQ & Teams

- 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 and are of public importance.
- Think about how a topic might be presented visually. You can create images or find them elsewhere and cite them. Set up your fact-sheet to be visually appealing.
- The size of the fact sheet is up to you but it needs to be one page.
- Research your topic, looking at primary sources (original research).
- Pick one topic 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 (including to visuals) can be on the reverse side. It can be in color or greyscale. It can be a Word doc, PDF, or powerpoint (.doc, .pdf, .ppt, .docx, .pptx); other formats are possible but only with advance permission.
- **To hand in: Hand in your fact sheet in *two* places:**
 - **1. OnQ → Assessments → Assignments → Information Fact Sheet**
 - **and 2. Teams → Team X Fact Sheet Engagement**
 - Click “New conversation”
 - Add a subject (you may need to click on the icon that shows an A with a pencil); the subject of your conversation should be “[Your name] – Information Fact Sheet”
 - Add your Information Fact Sheet to the post (drag and drop it into the place you would type the message).
 - Click the arrow/paper airplane/submit thingie.
- Grading will be as follows:

GRADING OF INFORMATION FACT SHEET		
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, images, and citations.	15

Timing for Fact Sheet (5% of Fact Sheet Grade) Due: 11:15am November 1st via OnQ

Your fact sheet must be posted on time to ensure that others are able to comment in the time allotted, so there is a separate mark for posting on time. You either get it (by posting on time) or don't (by not)!

Instructions for Engaging with Fact Sheet (30% of Fact Sheet Grade): Due by November 8th 11:15 am

- Reminder! You need to post *your* fact sheet by 11:15 am November 1st on OnQ and Teams (see p.15).
- There are two parts to this:
 - Part 1. You will engage with *others'* fact sheets by posting comments or questions on all the fact sheets in your group (Teams will only show you your group; if you don't seem to be in a group, let us know).
 - How? Go to the relevant channel, Team X Fact Sheet Engagement (the same place you uploaded your Information Fact Sheet).
 - Find another classmate's conversation and click it.
 - Read their Fact Sheet and their conversation note (if there is one).
 - Click "reply"
 - Type your reply and then post it!
 - Part 2. You will engage with the comments/questions that others post on *your* fact sheet by responding to/answering them.
 - How? Go to the relevant channel, Team X Fact Sheet Engagement (the same place you uploaded your Information Fact Sheet).
 - Find *your* initial Information Fact Sheet conversation.
 - Respond to each comment by starting with @[their name].
 - Type your reply and post it!
- Each engagement should be about 1-3 sentences maximum. Avoid "good job!", "thanks!", or similar, and aim for meaningful posts that show your engagement with the material (e.g., questions, challenges, ideas).
- Grading will be as follows:

GRADING OF ENGAGEMENT WITH INFORMATION FACT SHEET		
Item	Description	Pts
Posted to All Others' Fact Sheets	Did the required number of comment/question posts on others' fact sheets with each being 1-3 sentences. <i>*Please note: someone in your group may post their fact sheet past the deadline for handing it in but before the deadline for engaging with fact sheets. Please check for any by two days before the engagement deadline and comment on these.</i> <i>**Please note: even if you do not hand in your fact sheet on time, you can still engage with others and should, to avoid losing these marks!</i>	10
Responded to All Comments on Your Fact Sheet	Responded to all comments/questions on your own fact sheet with each being 1-3 sentences.	10
Comprehensiveness	Posts were thoughtful, complete, informative, relevant, and incorporated feminist considerations as appropriate. Posts challenged when appropriate, pointed out new avenues to consider, showed interest, etc.	30
Tone	Posts were respectful, engaging, avoided lecturing/hectoring, and showed intellectual curiosity and engagement.	25
Writing Quality	Posts were well-written, clear, concise, and easy to comprehend.	25

18. IN-CLASS ASSIGNMENTS (15%)

Due: Various, in class.

Description:

This class will present you with considerable new material from various disciplines, levels of analysis, and epistemological approaches. In these in-class assignments, you will be able to demonstrate your grasp of the material you are learning within and across classes. You will sometimes do the work on your own and sometimes in groups but, even with group work, you will always hand in your own response unless otherwise directed. These might involve handing in evidence of brainstorming, bullet point lists, criticisms of research, ideas for new projects, policy considerations, etc. They will typically be much less than one page. In-class assignments meet *all* learning objectives.

Goals:

- Provide students with opportunities to demonstrate proficiency and critical engagements with material;
- 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;
- Provide opportunities to integrate material from across the course;
- Provide a context for student reflection upon the course and learning;
- Facilitate discussion and collaboration skills.

Instructions:

- As per quiz instructions:
 - 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.
 - Ensure you have whatever readings handy during class.
- If you are tasked with finding information in advance of a class, make sure you do it, and have it accessible during class.
- 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 will be assignment-specific.
- The three lowest in-class assignment grades will be dropped from the overall average (including dates missed for Academic Considerations and/or technological problems).
- So long as you hand in the in-class assignment *in class* (and it shows a good faith engagement), you can work to improve and/or finish it for up to 5 hrs following the end of that class meeting and have the new version graded.