

SYLLABUS: Gender/Sex, Hormones, and Behaviour, Psychology 365

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

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 11am-12pm, 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).

During office hours, if you have issues joining, please send a chat message on Teams to Dr. van Anders saying so. Please note, you may need to wait in the “lobby” if Dr. van Anders is already seeing someone; please be patient.

2. TAs: Trinda Penniston and Eunju Son

Role: Ms. Penniston and Ms. Son 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: Fridays, 3:30-4:30, or by appointment. If you cannot make TA office hours, please email psyc365@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). *During office hours, if you have issues joining, please send a chat message on Teams to Ms. Son or Ms. Penniston saying so. 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.

4. COURSE READINGS

- Course readings are on OnQ.
- Dr. van Anders has designed the syllabus and course materials for use as part of PSYC365 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 PSYC365 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 TAs

- This course has an accompanying site on *OnQ*, called “PSYC 365 Gender/Sex, Hormones, & Behaviour W21.”
- 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 psyc365@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 two business days (48 hours) for responses. E.g. you send any of us an email on Monday, we respond by Wednesday; you send any 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]).
- 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, 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: <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. There are a number of sites that have useful information, including [this one from Queen’s](#) and [this one about trans and transgender individuals and communities from Dr. van Anders and colleagues](#).

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 upload it on OnQ (go to Assessment → Assignments → Accommodation Letters Upload Portal).
- 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 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). 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 at: <http://www.queensu.ca/studentwellness/accessibility-services/>”. 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., incident of social injustice, illness, injury, treatment, bereavement, traumatic event, representing the university, etc.): [https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal\(1\).pdf](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/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. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf> ... 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 .
- 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 (<https://www.queensu.ca/sexualviolencesupport/home>)

9. SYNCHRONOUS COURSE INFORMATION

- 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. To test your internet speed, go to <https://www.speedtest.net/>. For technology support ranging from setting up your device, issues with onQ to installing software, con-tact ITS Support Centre <https://www.queensu.ca/its/itsc> .

- 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. However, it is your choice to put your video on or not.
- Please put up your picture in Teams and OnQ, if possible. This way, if your video is not on, at least it is not an empty box. And, 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 not be recording classes – please do not ask and please do not try to record on your own. If you have an academic accommodation that requires recording, we will of course work with you on this.
- We will be trying to use Zoom for our class meetings and in-class work; we may add google jamboards or switch to Teams. The OnQ site will have the most up to date information.
 - Information on jamboards: <https://help.lsit.ucsb.edu/hc/en-us/articles/360044724291-Best-Practice-Collaborative-Whiteboard-using-Zoom-and-Jamboard>
- While you are 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. But, please know that your 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 – who vocalize, don't worry :)).

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 (see 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 (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 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 <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) Having someone else do your work (all of it, the majority, part of it) violates academic integrity.
- Please inform Dr. van Anders, 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.
- Please 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.

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. (*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); 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 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+.

- 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 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.

13. GRADING & ASSIGNMENTS

- **25% Quizzes**
- **40% Essay**
 - Essay outline, 25% of essay grade, due: February 10th
 - Two draft pages of essay, 10% of essay grade: due March 15th
 - Final essay, 65% of essay grade: due April 5th
- **20% Information Fact-Sheet:** due February 1st
 - Fact-Sheet, 75% of fact-sheet grade, due: February 1st
 - Engaging with fact-sheet, 25% of fact-sheet grade, due: by February 4th
- **15% In-Class Assignments:** Due various, in-class.

SCHEDULE & READINGS

#	Date	Topic & Readings
1	01/11	Introduction to Class: <i>What will this course be like?</i>
2	01/13	<p>Perspectives & Terminologies: <i>What are important foundations for this class? Hormones, gender/sex, science, & feminism.</i></p> <p>Material:</p> <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	01/18	Perspectives & Terminologies Continued
4	01/20	<p>Understanding Hormones: <i>What are hormones, how do they work, and what “pretheories” do we have about them?</i></p> <p>Material:</p> <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	01/25	Understanding Hormones Continued
6	01/27	<p>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></p> <p>Material:</p> <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	02/01	<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	02/03	Sexual Differentiation: <i>How do people come to have sex and gender?</i>
9	02/08	<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	02/10	<p>Prenatal 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.
	02/15	NO CLASS (FAMILY DAY)
	02/17	NO CLASS (READING WEEK)
11	02/22	<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	02/24	<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	03/01	<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	03/03	<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	03/08	<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	03/10	<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. Video (forthcoming).
17	03/15	<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	03/17	<p>Sports & Athletics: What role do hormones play in sports (and vice-versa)?</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>. 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?
19	03/22	<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. 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?
20	03/24	<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	03/29	<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 Eds. A Clarke & D Haraway: <i>Making Kin Not Population: Reconceiving Generations</i>. University of Chicago Press: Chicago.
22	03/31	Social Behaviours Continued
23	04/05	Sexuality and Sexual Desire/Arousal: <i>What is sexuality and what is its reciprocal association with (which) hormones?</i>
24	04/07	<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.

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. 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.
 - Ensure you have them open and accessible during class.
- 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.
- 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 = 85%
 - All correct except 2 = 75%
 - All correct except 3 = 65%
 - All correct except 4 = 55%
 - 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).

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. 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;
- 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 three steps, this page and next):

Step 1: Outline (25% of Essay Grade) Due: by 11:15am February 10th via OnQ

- 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 prenatal 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 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.
- You should be spending a considerable amount of time on this step.
- Do research to gather 5-7 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” sections that includes participants 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 (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 <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	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
Feminist Perspectives	The inclusion of feminist perspectives is either clear or explained explicitly.	10
Reference List	A list of 5-7 academic papers (with no more than 2 reviews) including at least 2 feminist papers. You can add relevant non-academic citations to the 7. Formatting is up to you but make it consistent per reference. People often lose a lot here, so be careful!	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 March 15th via OnQ

- 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 3: Final Essay (65% of Essay Grade) Due: by 12:45pm April 5th via OnQ

- Write your essay, incorporating all the feedback you have gotten from your instructors. It should be 5-7 pages, double-spaced, plus references. 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 (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. 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 (75% of Fact Sheet Grade) Due: 12:45pm February 1st via OnQ

- 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:

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 and images.	15

Instructions for Engaging with Fact Sheet (25% of Fact Sheet Grade): Due by February 4th

- You will engage with *others'* fact sheets by posting comments or questions on those you are assigned to (assignments forthcoming).
- You will engage with the comments/questions that others post on *your* fact sheet by responding to/answering them.
- 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 (see next page):

GRADING OF ENGAGEMENT WITH INFORMATION FACT SHEET		
Item	Description	Pts
Posted 5 to Others	Did the required number of comment/question posts on others' fact sheets with each being 1-3 sentences.	10
Responded to All	Responded to all comments/questions on 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.	25
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

17. 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 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;
- 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*, 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.