

**SYLLABUS**  
**GEN&WS 528: Science & Sexuality**  
**Fall 2024**  
**3 credits**

**INSTRUCTOR:** Dr. Sara B. Chadwick  
**CONTACT:** sbchadwick@wisc.edu  
**OFFICE HOURS:** TBD based on survey  
**OFFICE LOCATION:** 3318 Sterling Hall

**Canvas Course URL for**

**LEC 001:** <https://canvas.wisc.edu/courses/427775>

**LEC 002:** <https://canvas.wisc.edu/courses/427777>

**COURSE SCHEDULE**

GWS 528 LEC 001: Tuesdays and Thursdays 2:30-3:45pm CT @ 2301 Sterling Hall

GWS 528 LEC 002: Tuesdays and Thursdays 4:00-5:15pm CT @ B119 Van Vleck Hall

This class meets for two, 75-minute class periods each week over the Fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of classroom for every class period (i.e., 6 hours per week).

This intermediate level, biological science course fulfills the breadth approach and sexuality issue area in the Gender & Women's Studies major.

**MANDATORY REQUISITE:** GEN & WS 103; Sophomore standing

**SUGGESTED PREREQUISITES:** Students are expected to have a background knowledge in women's studies, sexuality, or biopsychology/neuroscience, but do not need proficiency in more than one of these fields.

**COURSE DESCRIPTION**

This interdisciplinary course focuses on scientific approaches to studying sexuality. We discuss current biological and neuroscientific research about sexuality, as well as feminist scholarship on these topics and critical responses to this research. Topics cover the intersections between biology (e.g., hormones, anatomy, neural activity, psychophysiology, evolution, etc.), sexuality (e.g., desire, dysfunction, arousal, bisexuality, orgasm, same-sex sexuality, pleasure, etc.), and feminist/critical scholarship about this research (e.g., feminist science studies, queer theory, feminist psychology, medicalization, etc.).

Students are evaluated on participation, quizzes, and written assignments. This class uses a mixture of lecture and discussion.

**REQUIRED COURSE MATERIALS**

- There is no textbook for this course. All course readings are on Canvas (click on Files). The course Canvas page will also include important resources, announcements, and grades, and you will submit most assignments through the Canvas page.

## COURSE LEARNING OUTCOMES

By the end of the course, undergraduate students should be able to demonstrate...

- ...A more nuanced understanding of bioscientific research on sexuality and related feminist scholarship;
- ...An understanding of current bioscientific research on sexuality, the research methods currently used to study sexuality, and the problematics of doing this research;
- ...An engagement with feminist and other critical approaches to bioscientific work on sexuality;
- ...An ability to evaluate research on sexuality and science in the future;
- ...An enhanced ability to present material in concise, accessible ways;
- ...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.

## REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- Providing direct instruction twice weekly through lecture and facilitating group discussion at least once/week on the scheduled and assigned weekly content.
- Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.

## COMMUNICATION WITH THE INSTRUCTOR

### Office Hours:

Office hours are the primary opportunity for you to speak with me about any questions or concerns you have about class content, reading materials, assignments or just generally about gender and women's studies, psychology, science, and life. Please feel free to stop by at any point during the specified office hours. If you have a specific concern or would prefer to meet for office hours via Zoom, email me ahead of time so that I can block out time to speak with you.

Please remember that coming to office hours to receive help is optional, and **it is up to you to prioritize whether my assistance is important to you and arrange your schedule accordingly**. If you have other events or activities that conflict with office hour times but would still like my help, you should consider re-arranging your other activities so that you can meet with me. If you cannot rearrange the activity and it is a one-time event, you should make a plan to come to office hours a week earlier so that you can get the assistance you need. I cannot guarantee that I will be available to meet at alternative times during any given week.

With that said, if you absolutely cannot rearrange your activity and it is regularly scheduled during office hours (i.e., you have class or a job shift), I will try to arrange another time to meet. You may be asked to provide proof of your class or work schedule to show that you need an alternative time. Please make sure that you email me at least two business days before regular office hours to schedule an alternative time. So, for example, if office hours are on Mondays, please email me by the previous Thursday at the latest. This ensures that I have enough time to re-arrange my own schedule. If I arrange a meeting with you outside of office hours, you are expected to arrive on time. If you are more than 5 minutes late, I will cancel the meeting and you will lose the option to schedule alternative meetings with me for the rest of the semester.

**Email:**

You should reserve most of your questions for office hours – that is what they are there for! However, there may be some cases where it is appropriate to email me. Email is best for logistical questions that are not already answered in the syllabus, yes or no questions, requests for a special office hours appointment, an extension, requests for a letter of recommendation, or notification of other issues. All other questions should be brought to office hours.

If your email has a question that is answered in the syllabus, can be answered through a quick online search, and/or is more appropriate for office hours, you may receive an automated response from me. This is just a strategy I use to cut down on the large number of emails I receive each day and is meant to encourage you to pursue another route for answering your question.

Please include “GEN&WS 528: LEC [insert your lecture number]” in the subject line of emails so that I can recognize you and your email address. I expect your emails to be professional in nature. Please address your email to me, state your question or concern, and sign your email with your first and last name. Failure to do so may result in me returning your email to you for editing before answering your question. I will typically respond to emails within 2 business days, during regular business hours. This means that if you email me after 5:00pm, you should not expect to receive a response from me until at least 9:00am the next morning. Keep in mind that responses will take longer during weekends and scheduled academic breaks. Please email me a second time if you have not received a response after 2 days.

Additionally, please check your email regularly in case of important updates for the course.

**CLASSROOM EXPECTATIONS**

**Preparation:** The readings listed for lecture each week should be completed **before** each class. Please keep in mind that preparation is necessary for effective participation in discussions. While doing the readings and listening to lectures, critique the course material carefully and make note of any questions or thoughts that might provoke group discussions. This will help you to adequately prepare for the discussion portion of class. Please be sure to bring a copy of the readings each week either by printing or downloading them to your laptop.

**Electronic Devices:** You may use a laptop or tablet to refer to weekly readings during discussion. However, during class time, you are expected to use approved electronic devices for work **related to this class only**. You may not use this time to check emails, use social media, send text messages, etc. Cell phones should be put away during all discussion sections. Failure to abide by these rules will negatively affect your grade.

**Classroom Policy:** I expect you to treat others in the classroom with kindness and respect. We all come from unique backgrounds and we must value what these backgrounds can bring to our classroom discussion. Furthermore, everyone should feel free to express their thoughts and feelings in the course, but it is important that these comments do not leave the classroom. I want to ensure a sense of confidentiality inside of the classroom. Lastly, please be respectful of the classroom discussion and do not make side comments or interrupt. I will adjust your participation grade accordingly if you are disrespectful in the classroom and engage in any behavior that undermines the quality of the discussion.

## ATTENDANCE

Attendance is essential to the learning objectives in this course and you are expected to attend every class. However, things happen that are sometimes out of our control!

### If you miss class:

- Please identify a classmate who can provide you with materials in case of missed classes. I do not provide summaries of classes you have missed.
- You should still do the course readings! Content may appear on a quiz and the content is still relevant for many of your assignments.
- Overall, because this course is heavily discussion-based, you **MUST** be present for a minimum of 50% of our classes, regardless of how the math adds up in terms of percentages and points. I.e., even if you do all writing assignments and quizzes, if you miss more than 50% of our discussions, you will automatically fail. Makeup absences do not count towards this 50% (they just ensure that you still receive discussion credit for those days).

### Excused Absences:

#### ***Religious Observances and UW-Madison Athletics:***

You may be absent from class without penalty for religious ceremonies and participation in official UW-Madison athletic events if you notify me within the first two weeks of class. You will not be excused from assignments (e.g., quizzes or other graded work), but if appropriate, I will assign you an alternative deadline.

***One Freebie Absence:*** You are allowed to miss one class during the semester without penalty or a requirement to make up course material. You can use this for whatever you want without explaining the reason to me, but I highly encourage you to save it for illness, a mental health day, or other unforeseen circumstances. You do not have to inform me of your absence unless you want to or we are expecting you (for example, because it is a group presentation day). You do not have to provide me with a doctor's note.

***Two Makeup Absences:*** You are allowed to make up two absences using the alternative attendance & participation option throughout the semester. This is in addition to your one freebie absence. See description of the alternative attendance and participation option for more information on how to complete this.

***Additional Makeup Absences:*** In the event of special circumstances or in the case of an emergency, I may make special exceptions and grant additional makeup opportunities. If you believe you require this, please contact me for discussion. Of note, you should plan to use the absences already available to you before pursuing additional leniencies. In other words, you must use your freebie absence **AND** your two makeup absences before requesting additional makeup opportunities in addition to these.

**Unexcused Absences:** Absences beyond the structure listed above will be counted as a 0 for participation for that day. Also keep in mind that you **MUST** attend at least 50% of classes to pass this class, regardless of how the math adds up in terms of percentages and points.

**Punctuality:** You are expected to arrive to each class on time and remain there for the entirety of the class, as tardiness is disruptive. Perpetual tardiness will impact your attendance and participation grade. I understand that there are circumstances that may affect your ability to arrive on time, and it is okay if this happens once or twice. You are expected to stay for the duration of the class and will also lose points if you leave class early.

## PARTICIPATION

Be prepared to discuss the materials and concepts presented during lectures and readings in an engaged and informed way, to ask questions, and to listen and learn from each other. The participation grade will take into

account the quality of your contributions, not merely the quantity. Be actively engaged and responsive. I understand that some of you may not be particularly verbal or may be uncomfortable with public speaking. To ensure that all students have an equal opportunity to earn credit for participation, students should contact me if they are having difficulty participating so we can discuss alternative ideas.

**What To Do.** There are many ways to participate! Some examples: Asking questions, suggesting answers, bringing up new topics for discussion, relating topics to previous readings, serving as the reporter in small group activities, volunteering for demonstrations, serving as the group scribe to record conclusions, enriching the group by suggesting links to outside experiences (e.g., movies, websites, courses, campus activities).

**What Not To Do.** Engaging in irrelevant or disrespectful activities will not help you perform well in this course, and WILL affect your participation grade. Such activities include, but are not limited to, sleeping, texting, participating in side conversations, doing work for other classes, and browsing the Web. Remember that these activities not only detract your personal, optimal performance, but also distract others around you!

**Participation Grading Scale.** At the end of *each* section meeting, participation will be graded according to the following scale:

- 2= Significant Participation
- 1=Present, but not actively engaged
- 0=Not in attendance/Completely unengaged

### **ALTERNATIVE OPTION FOR ATTENDANCE/PARTICIPATION**

As mentioned, I expect you to attend every class and actively participate in discussion and activities. This will ensure a rich learning environment in which we can teach and learn from each other. However, I also provide an alternative option for your attendance and participation points, described below. You can use this for up to TWO missed classes (on top of your one allowed absence!). Beyond that, you will need to speak with me and the relevant administrator in GWS to see if further accommodations are possible. This is an accommodation designed for students with documented disability-related accommodations from the McBurney Center that request a flexible attendance policy. However, all students are welcome to use it.

#### *Description:*

- You can earn your attendance/participation points for a day (up to TWO days total) by turning in a written 2-page reflection. You must let me know that you are utilizing this option within 24 hours of the missed class. This should be double-spaced and in 12 point Times New Roman font.
- In this assignment, you must summarize the week's articles and reflect on their connection to the course and the points and questions these articles bring up. For example: What are the main findings or points of the articles? In what ways is the research feminist, or does it reinforce norms that may be harmful? Do the articles seem to have any biases, and how may they have shaped the research questions asked or the arguments made? Thinking of the articles together, what challenges or tensions arise? Or what challenges or tensions are the authors attempting to address?
- The reflection should demonstrate DEEP, ACTIVE engagement with the readings to earn the day's missed points. Merely summarizing the articles or writing things like "this article was interesting because it challenges norms" is not enough. Remember, this is substituting for an hour and 15 minutes of discussion, debate, and peer learning in class! This reflection is essentially you working through the material on your own, and it should match the richness that we aim for in the classroom.
- **This reflection is due within one week of the missed class period.**

## GRADED ASSIGNMENTS

This course includes the following assignments, which in total will be used to calculate your overall letter grade. See the end of the syllabus for more details on each assignment. Please note that you will be submitting all assignments on Canvas.

- **15% Attendance & Participation**
- **15% Informational Fact-Sheet**
- **40% Essay**
  - 5% Topic selection for essay
  - 10% Essay Outline
  - 5% Peer Review
  - 20% Final Essay
- **30% Quizzes**

## LATE POLICY AND EXTENSIONS

**Late Policy:** Late assignments will receive a 5% deduction each day they are late (including weekends and holidays). Papers are not accepted more than four days after the due date.

**Extensions:** Extensions may be granted in case of emergency (e.g., death in the family, medical emergency). To get an extension, you must get approval from me in advance of the assignment deadline.

Note: I will not grant you an extension for reasons where you should have planned ahead (examples include but are not limited to: being “swamped” with other work or finals during that given week or you went/are going out of town). I will also not grant extensions because your computer died. This falls under “you should have planned ahead”. I.e., as a University of Wisconsin-Madison student, you have access to Box, which means have the ability to back up all of your files. You also have access to University of Wisconsin computers on multiple sites around campus, which means you will always be able to access the necessary resources for this course (and it is up to you to manage your time with these resources responsibly).

Of course, if you are unsure if your situation warrants an extension, please still ask! The worst that will happen is I will say no.

## SPECIAL ACCOMMODATIONS & DISABILITY-INFORMED PRACTICES

### Accommodations in this Course

Students have diverse learning needs and life events that can differently affect their ability to engage with course material and meet expectations as listed. I am committed to providing reasonable accommodations and have integrated a number of disability-informed practices into this course, with the goal of providing the following benefits: 1) Reducing the burden on students to develop individualized plans with the professor (though this may still sometimes be warranted if you need additional accommodations, 2) Difficulties can arise for any student at any time, and built-in practices help to create a safety net for all, 3) Students can feel differently empowered to ask for accommodations when they are needed, and built-in options ensures that everyone has similar access. The following options reflect a non-exhaustive list of built-in accommodations:

- Alternative Option for Attendance/Participation
- At-Home, Open-Book Weekly Quizzes on Canvas
- Posting lecture slides on Canvas after each class
- A grading dispute procedure
- Discussion activities in class with multiple options to earn participation points

### Accommodations that are NOT Available

Please note that accommodations are not designed to offer some students a way to do LESS work; they are designed to provide ALTERNATIVE OPPORTUNITIES for students to complete the same amount and quality of work as any other student, and there are limitations based on how this course is structured, the resources I am offered, and the time I can commit to individualizing aspects of this class. As such, please review this section carefully to ensure that this course works for you and your individual needs before committing to the entire semester. With that said, I am open to new ideas beyond what is discussed below, and you are welcome to bring them to me in office hours! I will try my best to integrate new ideas, though if I cannot, I am happy to explain why. As of now however, the following accommodations are NOT available in this class:

- Zooming or video conferencing into class to earn attendance/participation points (you can either attend in person or complete the alternative assignment)
- Missing more than 50% of in-person classes
- Missing any kind of major assignment without penalty (though please do talk to me to see if we can come up with an alternative option if one is not already listed)
- Permission to arrive late or leave early on a consistent basis (if you do not have enough time to travel between classes, you should consider re-arranging your course schedule)

**McBurney Disability Resource Center recommended syllabus statement:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

## GRADING DISPUTE PROCEDURE

Any questions or concerns about grades should be discussed privately. You must wait **24 hours** after assignments are returned before contacting me about your grade. This will allow you to thoroughly review the assignment before raising any concerns. A re-grade request must be made **within 7 days** of when you received your grade. Requests for re-grades must be accompanied by a 1-paragraph explanation of the mistake you think was made in determining your grade. Once the process is initiated, I will re-grade the assignment and provide additional details describing my decision; this may result in a **lower, higher, or the same** grade, which will be the new (and final) grade. If needed, I may ask a GWS colleague for their input.

- Note: If the grading dispute is a simple error on my part (i.e., I wrote in the wrong grade on Canvas, I marked something incorrectly on a quiz), you do not have to go through this procedure. Just let me know and I will make appropriate changes.
- Also, you do not need to follow these steps if you only want to discuss a grade or how to improve your performance in the class. I am available to speak with you about this at any time. Please feel free to come by during my office hours.

## GRADING-RELEVANT POLICIES

- All assignments are due electronically through Canvas.
  - Your assignment file name must include your last name, first name, and the assignment name, e.g., "ChadwickSara\_InfoSheet.doc".

- You are responsible for ensuring that your file was appropriately uploaded on time and is visible. If your file is corrupted or not visible when I go to grade the assignment, it will be considered late from the day it was originally due.

## AI USAGE

AI offers exciting new tools that can help with academic writing and other assignments. As AI technology advances, we are all learning together how to make sure it is used appropriately and SUPPORTS rather than REPLACES your learning.

As such, I have outlined a few ways that I will allow AI to be used in this course. However, I also require that students clearly explain if and how it was used at each step of an assignment. If I suspect that you have used AI without proper attribution, this may negatively impact your grade.

Examples of situations where you can use AI

- To create an APA formatted references list and check that in-text citations are correct
- To create a general outline for your paper that gives you an idea for how you might like to structure it (of course, you are ultimately responsible for making sure that the outline is appropriate and good; AI is just there to give you ideas, not to teach you what is “correct” or the best way of doing something).
- To find some scientific articles that support your argument or a statement in your paper (though again, you are ultimately responsible for confirming that the article is real, that it actually says what AI thinks it says, and that you are providing the appropriate amount of detail; i.e., you should ALWAYS read the article yourself once it is suggested by AI)

Examples of situations where you cannot use AI

- To do any portion of the weekly take-home quizzes (if I suspect this is happening, we will switch to taking quizzes on paper in class)
- To write large sections of your research paper (having AI improve your sentences and wording here and there is okay)
- To provide all references and sources (one goal in this class is to learn to find sources on your own)

Also, please note that because of the advent of AI, this course will have HIGH standards for clear and detailed writing, particularly when summarizing scientific articles and using them to support a point. One of the drawbacks of AI is that it may summarize information, but it often does so in vague, non-specific ways that are uninteresting and reflect poor analysis. If I see vague, non-specific writing, I will deduct points, not necessarily because you used AI, but because you did not make efforts to ensure that you turned in quality work.

We will discuss the possibilities of AI in class and rules and considerations regarding AI are subject to change.

## FINAL GRADES

Final letter grades are based on a cumulation of graded assignments. Final letter grades are as follows:

A	93-100%
AB	88-92%
B	83-87%
BC	78-82%
C	70-77%
D	60-69%
F	Below 60%



## **NAME AND PRONOUN POLICY**

You have the right to be referred to by the name with which you are most comfortable. If the name listed on my roster is not the name you would like to be called, you are welcome to correct me at the time that I call your name, or to e-mail me at any point to inform me of your preferred name and the contexts in which you are comfortable with me using it. I also encourage you to correct me as soon as possible if I am mispronouncing your name.

Many women and men prefer to be referred to with the pronouns “she/her/hers” and “he/him/his,” respectively. Some women and men – and some individuals who are transgender, gender non-conforming, non-binary, genderqueer, or other gender identities besides “woman” or “man” – have other pronouns, including “they/them/theirs.” In order to create a safe, respectful classroom environment, it is crucial that we are referring to people using the pronouns with which they are most comfortable. I encourage you to state your pronouns when introducing yourself to me or other class members, although you are not required to do so (many people with diverse pronouns choose to disclose or not for a variety of reasons). If you have any concerns about the pronouns I am using for you or that your peers are using for you, please e-mail me or visit me during office hours so we can find a comfortable solution.

## **DIFFICULT CONVERSATIONS & SENSITIVE TOPICS: THE “CALL-IN” APPROACH**

This course covers a variety of sensitive topics related to gender and sexuality, which can bring up complex and sometimes difficult conversations. There are many ways to approach a situation where someone says something that may be offensive, incorrect, or reflect a different perspective. Often, the response is to “call someone out.” This allows people to voice their concerns, but it can also be highly uncomfortable for all involved, and may make the person who spoke feel ashamed, embarrassed, and isolated rather than encouraged to adopt different conventions. An alternative to this is the “call-in” approach, where we attempt to challenge or correct someone’s behavior by communicating from a perspective of compassion and patience, with the understanding that we all come from different backgrounds and are here to learn from one another. In this class, you are expected to communicate through the call-in approach as a way to facilitate a classroom characterized by peer support, curiosity, and growth. For more information on this approach, see:

<https://everydayfeminism.com/2015/01/guide-to-calling-in/>

## **RULES, RIGHTS & RESPONSIBILITIES**

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

## **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

## **ACADEMIC INTEGRITY**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

## **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

## **SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT**

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct. If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison’s [Title IX Office](#).

The Department of Gender & Women’s Studies has the following Responsible Employees:

- Department Chair, Dr. Judy Houck ([jahouck@wisc.edu](mailto:jahouck@wisc.edu))
- Department Administrator, Jamie Gratrix ([jamie.gratrix@wisc.edu](mailto:jamie.gratrix@wisc.edu))
- Director of Graduate Studies, Keisha Lindsay ([knlindsay@wisc.edu](mailto:knlindsay@wisc.edu))
- Undergraduate Advisor, Lachrista Greco ([lachrista.greco@wisc.edu](mailto:lachrista.greco@wisc.edu))

## **PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT**

See more information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **COURSE EVALUATIONS**

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

**\*\*COURSE CONTENT WARNING\*\***

This class contains material related and relevant to gender, sex, sexuality. Among other things, this class may include explicit sexual images or writings (including nude images of genitals). Please also note that this class contains some material related to rape, sexual coercion, sexual assault, and/or unwanted sexual attention. 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 engage with this subject matter. If you find yourself concerned or distressed about personal matters relating to gender, sex, sexuality, or other topics, I encourage you to contact the UW Health Center.

## SCHEDULE &amp; READINGS

Note: This schedule is subject to change.

Week#	Date	Topic & Readings
1	09/05	<b>Introduction:</b> <i>What will this course be like?</i>
2	09/10 09/12	<p><b>Perspectives &amp; Terminologies:</b> <i>What are important foundations for the class?</i> <i>Science, feminism, sexuality</i></p> <p><u>Course Foundations:</u></p> <ul style="list-style-type: none"> <li>• Why Science Isn't Objective: <a href="https://iai.tv/articles/why-science-isnt-objective-auid-1846">https://iai.tv/articles/why-science-isnt-objective-auid-1846</a></li> <li>• Subramaniam, B. (2000). Snow Brown and the Seven Detergents: A metanarrative on science and the scientific method. <i>Women's Studies Quarterly</i>, 28(1/2), 296-304.</li> <li>• van Anders, S. M., Schudson, Z. C., Beischel, W. J., &amp; Chadwick, S. B. (2023). Feminist and queer science: Principles for research with gender, sex, and sexuality in psychology and beyond. <i>Psychology of sexual orientation and gender diversity</i>.</li> </ul>
3	09/17 09/19	<p><b>Research Processes:</b> <i>Do some types of research seem more science-y than others?</i></p> <p>Irvine, J.M. (2014). Is sexuality research 'dirty work'? Institutionalized stigma in the production of sexual knowledge. <i>Sexualities</i>, 17, 632-656.</p> <p>Dussauge, I. (2013). The experimental neuro-framing of sexuality. <i>Graduate Journal of Social Science</i>, 10, 124-151.</p> <p><i>What is a reliable/primary source scientific article and how do you find/read them (these will also help you prepare for your fact sheet assignment, which we will review in class)</i></p> <ul style="list-style-type: none"> <li>• <a href="https://resources.nu.edu/researchprocess/readingscientificarticle">https://resources.nu.edu/researchprocess/readingscientificarticle</a></li> <li>• <a href="https://www.youtube.com/watch?v=R289jvNoUBA">https://www.youtube.com/watch?v=R289jvNoUBA</a></li> <li>• <a href="https://www.uopeople.edu/blog/ultimate-student-guide-to-finding-credible-sources/">https://www.uopeople.edu/blog/ultimate-student-guide-to-finding-credible-sources/</a></li> <li>• <a href="https://learn.library.wisc.edu/library-research-tutorials/">https://learn.library.wisc.edu/library-research-tutorials/</a></li> <li>• <a href="https://www.concordia.ca/library/guides/exercise-science/review-vs-research.html">https://www.concordia.ca/library/guides/exercise-science/review-vs-research.html</a></li> </ul> <p>Kane Low, L., &amp; Bailey, J. Women's health from a feminist perspective.</p>
4	09/24 09/26	<p><b>Researching Gender:</b> <i>Why does understanding how science is conducted matter?</i></p> <p>Vanwesenbeeck, I. (2009). Doing gender in sex and sex research. <i>Archives of Sexual Behavior</i>, 38, 883-898.</p> <p>van Anders, S. M. (2022). Gender/sexual diversity and biobehavioral research. <i>Psychology of Sexual Orientation and Gender Diversity</i>.</p>

		<p><u>Examining a Current Scandal</u></p> <ul style="list-style-type: none"> <li>• Diaz, S., &amp; Bailey, J. M. (2023). Rapid Onset Gender Dysphoria: Parent Reports on 1655 Possible Cases. <i>Archives of sexual behavior</i>, 52(3), 1031-1043.</li> <li>• Retraction Note: Rapid Onset Gender Dysphoria: Parent Reports on 1655 Possible Cases</li> <li>• <a href="https://www.thepinknews.com/2023/08/25/rapid-onset-gender-dysphoria-debunked/">https://www.thepinknews.com/2023/08/25/rapid-onset-gender-dysphoria-debunked/</a></li> <li>• <a href="https://asbopenletter.com/">https://asbopenletter.com/</a></li> </ul> <p><b>**ASSIGNMENT DUE FRIDAY: Information Fact Sheet (Due at 11:59pm)**</b></p>
5	10/01 10/03	<p><b>Sexual Response Model:</b> <i>What do we know about it and how did we come to know it?</i></p> <p>Masters, W.H. &amp; Johnson, V.E. (1966). "The sexual response cycle." In <i>Human Sexual Response</i>, pp, 3-12. Lippincott, Williams &amp; Wilkins. Rpt in <i>Sex, Gender, and Sexuality: The New Basics, An Anthology</i>. (2009). Eds: A. L. Ferber, Holcomb, K., &amp; Wentling, T.</p> <p>Tiefer, L. (2004). Chapter 4: Historical, scientific, clinical, and feminist criticisms of "the human sexual response cycle" model. In <i>Sex is Not a Natural Act 7 Other Essays 2<sup>nd</sup> Edition</i>. Westview Press.</p> <p>Basson, R. (2000). The female sexual response: A different model. <i>Journal of Sex &amp; Marital Therapy</i>, 26(1), 51-65.</p>
6	10/8 10/10	<p><b>Sexual Arousal &amp; Desire:</b> <i>Where does it occur? In the mind, brain, body, or genitals?</i></p> <p>Janssen, E., McBride, K., Yarber, W., Hill, B.J., &amp; Butler, S.M. (2008). Factors that influence sexual arousal in men: A focus group study. <i>Archives of Sexual Behavior</i>, 37, 252-265.</p> <p>van Anders, S. M., Herbenick, D., Brotto, L. A., Harris, E. A., &amp; Chadwick, S. B. (2022). The heteronormativity theory of low sexual desire in women partnered with men. <i>Archives of Sexual Behavior</i>, 51(1), 391-415.</p> <p>Chivers, M. L., &amp; Brotto, L. A. (2017). Controversies of women's sexual arousal and desire. <i>European Psychologist</i>, 22(1), 5-26.</p> <p><b>**ASSIGNMENT DUE FRIDAY: Essay Topic Selection (Due at 11:59pm)**</b></p>
7	10/15 10/17	<p><b>Sexual Pleasure and Satisfaction:</b> <i>What is it and where/how does it take place?</i></p> <p>Georgiadis, J.R., Kringelbach, M.L., &amp; Pfaus, J.G. (2012). Sex for fun: A synthesis of human and animal neurobiology. <i>Nature Reviews: Urology</i>, 9, 486-498.</p> <p>Goldey, K.L., Posh, A.R., Bell, S.N., &amp; van Anders, S.M. (2016). Defining pleasure: A focus group study of solitary and partnered sexual pleasure in queer and heterosexual women. <i>Archives of Sexual behavior</i>, 45, 2137-2154.</p> <p>McClelland, S. I. (2017). Conceptual disruption: The self-anchored ladder in critical feminist research. <i>Psychology of Women Quarterly</i>, 41(4), 451-464.</p>
8	10/22 10/24	<p><b>Orgasm Part I:</b> <i>Why does orgasm seem so obvious &amp; how does that shape how it's studied?</i></p> <p>Lloyd, E. (1993). Pre-theoretical assumptions in evolutionary explanations of female sexuality, pp. 91-102. In Janet Kourany (Ed.), 2002. <i>The Gender of Science</i>. Prentice Hall.</p>

		Blackledge, C. (2004). The function of the orgasm. From "The Story of V." Rutgers University Press. Rpt in <i>Sex, Gender, and Sexuality: The New Basics</i> , An Anthology, pp. 272-284. (2009). Eds: A. L. Ferber, Holcomb, K., & Wentling, T. Pfaus, J.G., Quintana, G.R., Cionnaith, C.M., & Parada, M., 2016. The whole versus the sum of some of the parts: Toward resolving the apparent controversy of clitoral versus vaginal orgasms. <i>Socioaffective Neuroscience &amp; Psychology</i> , 6, 32578.
9	10/29 10/31	<p><b>Orgasm Part II (The Dr. Chadwick Special):</b> <i>How do norms shape media interpretations of sexuality research?</i></p> <ul style="list-style-type: none"> <li>• Chadwick, S. B., &amp; van Anders, S. M. (2017). Do women's orgasms function as a masculinity achievement for men? <i>The Journal of sex research</i>, 54(9), 1141-1152.</li> <li>• New York Post Article: <a href="https://nypost.com/2017/03/13/hey-guys-making-your-woman-orgasm-actually-benefits-you/">https://nypost.com/2017/03/13/hey-guys-making-your-woman-orgasm-actually-benefits-you/</a></li> <li>• Bro Bible Article: <a href="https://brobible.com/life/article/scientific-reasons-men-giving-orgasms-beneficial/">https://brobible.com/life/article/scientific-reasons-men-giving-orgasms-beneficial/</a></li> </ul> <p><i>How do norms shape the questions that scientists are asking?</i></p> <ul style="list-style-type: none"> <li>• Chadwick, S. B., Francisco, M., &amp; van Anders, S. M. (2019). When orgasms do not equal pleasure: Accounts of "bad" orgasm experiences during consensual sexual encounters. <i>Archives of sexual behavior</i>, 48(8), 2435-2459.</li> <li>• Chadwick, S. B., &amp; van Anders, S. M. (2022). Orgasm coercion: Overlaps between pressuring someone to orgasm and sexual coercion. <i>Archives of sexual behavior</i>, 51(1), 633-651.</li> </ul>
10	11/05 11/07	<p><b>Same-Sex Sexuality in Non-Human Animals:</b> <i>What does the research show and what are the stakes?</i></p> <p>Terry, J. (2000). "Unnatural acts" in nature: The scientific fascination with queer animals. <i>GLQ</i>, 6, 151-193.</p> <p>Leca, J.-B., Bunst, N., Carrier, L.O., &amp; Vasey, P.L. (2014). Inter-group variation in non-conceptive sexual activity in female Japanese macaques: Could it be cultural? <i>Animal Behavior and Cognition</i>, 1, 387-409.</p> <p><b>**ASSIGNMENT DUE FRIDAY: Essay Outline (Due at 11:59pm)**</b></p>
11	11/12 11/14	<p><b>Peer Review Week:</b></p> <p>11/12: Peer Review of Outline in Class*</p> <p><i>* If you are unable to attend or finish during this class period, you will have until Sunday night at 11:59pm to complete it.</i></p> <p>11/14: NO CLASS (Dr. Chadwick at the Society for the Scientific Study of Sexuality Conference!)</p>
12	11/19 11/21	<p><b>Gender/Sex-Based Sexuality Norms:</b> <i>What if the very foundation for almost all modern research on evolved sex differences in sexuality was wrong?</i></p>

		<p>Tang-Martínez, Z. (2016). Rethinking Bateman's Principles: Challenging persistent myths of sexually reluctant females and promiscuous males. <i>Journal of Sex Research</i>, 53, 532-559.</p> <p>Emily Martin, 1991. The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs</i>, 16(3), 485-501.</p> <p>Wiederman, M. W. (2005). The gendered nature of sexual scripts. <i>The Family Journal</i>, 13(4), 496-502.</p> <p>Conley, T. D. (2011). Perceived proposer personality characteristics and gender differences in acceptance of casual sex offers. <i>Journal of personality and social psychology</i>, 100(2), 309.</p>
13	11/26 11/28	<p><b>Research on Sexual Orientation/Identity: What's the history of this research &amp; where can it take us?</b></p> <p>Herek, G. M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American Psychology. <i>Perspectives on Psychological Science</i>, 5, 693-699.</p> <p>Diamond, L.M. &amp; Rosky, C.J. (2016). Scrutinizing immutability: Research on sexual orientation and U.S. legal advocacy for sexual minorities. <i>Journal of Sex Research</i>, 53, 363-391.</p> <p>11/28: NO CLASS: THANKSGIVING BREAK</p>
14	12/03 12/05	<p><b>Gender/Sexual Diversity: How might sex research think about sexual and gender/sex diversity in feminist and bioscientific ways?</b></p> <p>van Anders, S.M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via Sexual Configurations Theory. <i>Archives of Sexual Behavior</i>, 44, 1177-1213.</p> <p>The SCT Zine: Iantaffi A &amp; Barker M-J (words), Scheele J (illustrations), &amp; <b>van Anders SM (ideas)</b>, 2018. Mapping Your Sexuality: From Sexual Orientation to Sexual Configurations Theory.</p> <p>Beischel, W.J., Silver, E., Christiansen, A., &amp; van Anders, S.M. (2020, October 9). SCT &amp; Gender/Sex Sexuality. YouTube: <a href="https://www.youtube.com/watch?v=1ejZRIQawVQ">https://www.youtube.com/watch?v=1ejZRIQawVQ</a></p>
15	12/10	<p><b>Class Wrap-Up</b></p> <p><b>Readings TBD</b></p> <p><b>**ASSIGNMENT DUE FRIDAY: Final Essay (Due at 11:59pm)**</b></p>

## 1. QUIZZES (weekly; 30% 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 weekly open-book quizzes on Canvas on the readings. They will generally be short, multiple choice quizzes, though they may have longer or more in-depth questions. Note, you must finish the readings and the quiz before coming to class to discuss those readings. For example, if you have three readings for Week 3, you must finish the readings and the quiz by Tuesday of Week 3.

### Goals:

- Improve student learning, including retention of material;
- Enhance class experience for all students by encouraging everyone to do the readings;
- 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:

- Read the readings thoroughly.
  - 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.
- Look at the quiz on Canvas before you do the readings, so you know what to look for. You will be able to view the quiz from Thursday-Monday when the quiz is due. There is no time limit on the quiz itself, so you can open and close the browser over multiple days as you gather answers to the quiz questions.
- Once you hit “SUBMIT,” your quiz answers are final!!
- The lowest quiz grade will be dropped and this includes if you miss or get a 0 on a quiz.



## 2. Information Fact-Sheet (15%) Due Friday 9/27 at 11:59pm through Canvas

**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.

### 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:

- 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. However, you will not necessarily need to come up with your own images/visuals, but you will need to 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.
- Look up examples of fact sheets – there are many throughout the web.
- 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 can be on the reverse side. It can be in color or greyscale.
- Facts must come from scientific studies, reliable websites (government website, reliable research think tank [if not sure, google the organization and do some digging!], or official reports. If unsure, bring your source to office hours and Dr. Chadwick will review it.
- 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. There are at least a few images that are appropriately and well integrated into the fact sheet.	20
Text	The text makes sense, is very concise, and is presented in visually appealing ways.	15
Citations	The points are supported and cited when appropriate WITHIN the fact sheet, with accurate evidence from a reliable source. There is also a references page that aligns with the citations from the fact sheet and it is in APA format.	10
PDF upload or screenshot of sources	If you got your facts from an official website, upload a screenshot. If from a scientific article or report, upload a PDF.	10
Feminist Approach	The fact-sheet is presented with feminist considerations, including the text and images.	15

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

**Assignment:** Write a 5-6 page feminist essay about a sexuality topic of your choice. In this essay, you will identify a perspective or practice related to sexuality that is non-inclusive, regressive, potentially problematic, or is just something that you disagree with or have reason for arguing against. You will then make an argument for how and/or why this should change or why a particular perspective is better using a minimum of three reasons that are supported by scientific evidence (this will be the bulk of the paper). Note, there is some creativity and pointedness that you can integrate into your argument, but you must be able to support your argument in a compelling way using scientific evidence to back it up.

Here are a few example topics from the past (which unfortunately, you cannot use because you have to come up with your own idea!):

1. Comprehensive sexual education should be mandatory in all U.S states
2. Lesbian relationships are better for women than heterosexual relationships
3. Pornography is bad for society and/or relationships

#### Goals:

- Deepen knowledge of an area of scientific research on sexuality;
- Apply course skills of searching for scientific research and summarizing scientific literature.
- Develop and practice writing skills;
- Master the topic and writing about it through multiple stages;
- Develop sophisticated skills at developing an argument and supporting it with scientific evidence.

#### Step 1: Topic Selection (Due Friday 10/11 at 11:59pm through Canvas) (5%)

For this assignment, you will complete a 1/2 to 1 page description of the topic you wish to focus on for your final essay. This description will identify your topic, briefly describe how/why it is feminist, and why it is important. You will also upload three scientific articles that you think might be useful for your essay on this topic.

#### Suggested Approach for Topic Selection:

- Make notes of what sparks your interest as you look through course topics and readings and do preliminary searches online through PsychInfo 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	Pts
Proposed Thesis Statement	A clear description of what you would like to argue. If desired, you can provide up to three iterations and I will provide feedback.	30
Importance	Makes clear the importance of the topic, and why it is worth writing on	10
Feminist Perspective	Identifies what the feminist perspective(s) could or will be.	20

Literature Notes	Explains how there is enough relevant published literature to support an essay on this topic. Upload PDFs of three scientific articles that you think you might use.	20
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

### Step 2: Outline (Due Friday 11/8 at 11:59pm through Canvas) (10%)

In this assignment, you will develop an outline of your final essay. Of note, this outline is where you must make your final claim regarding what your paper is about! It is okay if you have decided to change your topic since you turned in the topic selection assignment, but you cannot change it again once you turn in this outline. Importantly, you should plan to spend considerable time on this outline, as it will set the stage for your final paper.

- Do research to gather 4-7 scientific 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 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.
- Make sure to highlight sections or points in your scientific articles that you will be using as supporting evidence. You will upload these highlighted PDFs as a part of this assignment.
- 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 interesting and worth arguing!

You must have the following as a part of the outline (see rubric below):

GRADING OF OUTLINE		
Item	Description	Pts
Introductory Sentences	An introductory sentence that describes the topic, and another one that indicates why it is important. Do not make broad sweeping claims (e.g., sexuality is the most important; sexual orientation has never been more controversial); instead, make a specific yet compelling claim here.	15
Thesis Statement	A point to argue that is interesting and worth arguing. It is clear and well-articulated.	10
Three Main Points	Three sentences that explain the main points you will be arguing 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. Must use APA format.	5
APA format	Reference list and in-text citations are in APA format.	5
References PDFs	Upload the PDFs of the references you cite with highlighting to show what information you have pulled. Highlighting can either be color-coded with your outline or you can add notes to the highlighted sections in the PDF indicating which argument that text will be used to support.	10
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	20

### Step 3: Peer Review (Begin in-class on 11/12, due on 11/17 at 11:59pm on Canvas) (5%)

- We will spend half of class conducting a peer review. You will exchange your outline with a peer and use Word or Google Doc track/suggested changes and comments to provide feedback based on the final essay outline.
- If you are unable to attend class or finish the review that day, you will have until Sunday night to complete it.
- **The grade for this assignment will be based on the quality of the feedback that you provide to your peer.** Of note, not everyone excels at providing feedback and so you may not get as much or the type of feedback that you are hoping for. Also, there is also no guarantee that your peers' feedback will be accurate in terms of what to do to improve your grade. It is up to you to decide what to incorporate into your paper or not. We can always discuss further in office hours if you are unsure.
- The grading will be based on the following rubric:

GRADING OF PEER REVIEW		
Item	Description	Pts
Quantity	Feedback is provided for each section of the peers' work. For example, if the peer submitted an outline, there is feedback on the introductory sentences, thesis statement, three main points, concluding point, reference list, and writing style.	15
Balance	Feedback points out what is working or positive about the peers' work in addition to what can be improved. I.e., if you think a section looks good or flows well, explain how and why rather than saying nothing or being vague.	15
Engagement	Feedback demonstrates a genuine effort to help the peer improve the paper through suggestions, questions, examples, and/or critiques.	25
Respect	Feedback/writing style demonstrates a respectful tone that demonstrates a good-faith effort to help improve the peer's essay. For example, here are some statements that may be useful:  "I can see here that you are trying to explain XYZ, but this could be more explicit. For example, consider doing XYZ." "This paragraph would be stronger if..." "Additional evidence to support XYZ would help to clarify..." "I found this section somewhat confusing given XYZ." "This term may not be the best to use because of XYZ. Consider using the term [insert term], which [insert why this term is more appropriate]." "I'm not quite sure that this is accurate given [insert reason]. My understanding or previous research has shown...[provide reference if possible]." "There is also other research that shows XYZ. Consider referencing [insert references]." "This section or statements bring up the following questions for me..."	15
Impact	Feedback offers useful comments or suggestions that should successfully support improvement on the essay.	20
Writing Style/Errors	Feedback is clear, well-written, and free of typos.	10

**Step 5: Final Essay (Due Friday 12/13 at 11:59pm through Canvas) (20%)**

- Write your essay, incorporating all the feedback you have gotten from your peer review and the instructor. It should be 5-6 pages (i.e., 5 FULL pages minimum means words all the way to the bottom of the 5<sup>th</sup> page!!), double-spaced, using Times New Roman 12-point font. Note that your name and other course information at the top of your page does NOT count towards the page limit. References also DO NOT count towards the page limit. It will be graded on the following:

<b>GRADING OF FINAL ESSAY</b>		
<p><b>The final essay will be graded holistically – I will assess each section according to the criteria below and assign a final grade based on my overall evaluation of these goals.</b></p> <p>*If you would like me to include some specific comments when grading, you must notify me one week before the final essay deadline.</p>		
<b>Item</b>	<b>Description</b>	<b>Pts</b>
Introduction	Describes the topic, indicates why it is important, and makes specific yet compelling claims. Thesis statement is clearly identified, interesting, and worth arguing.	
Arguments	Well-articulated and logical arguments that support thesis at each step and are neither superfluous nor redundant.	
Conclusions	Ties up arguments well to provide a unified support for your thesis.	
Feminist Perspectives	Feminist perspective is clear and integrated throughout paper.	
Writing Style	Clear, well-explained, thorough, engaging, written in appropriately formal academic language.	
Reference List	References use APA format 4-7 Scientific papers (mostly empirical papers) At least 2 feminist papers. All from academic sources	