Course Description:

What is the Psychology of Women? What role does female gender play in individual behavior, thoughts, or experiences? What experiences are unique to women and how do these experiences influence women’s development across the lifespan? How do psychologists seek to understand psychological development, mental health and mental illness among women?

This course will address a variety of topics, including the psychological theories related to gender development, gender development across the lifespan, diversity, work, family, mental health issues, and violence against women. We will review and critically analyze psychological theory and research concerning how psychologists understand gender and discuss contemporary issues that shape women’s experiences. This investigation will facilitate a meaningful consideration of issues that have relevance to you as individuals. The most important goal of this course is to help you think critically about this area of psychology and its impact on other areas of psychology. The expression of diverse viewpoints is highly valued in this class. It is expected that students and the instructor will strive to create a mutually respectful environment in which it is safe to express multiple perspectives.

Course objectives: At the completion of this course, students will:

1. Describe theories and research findings related to the psychology of women
2. Demonstrate an understanding of how empirical research methods are used to test hypotheses related to the psychology of women
3. Critically evaluate the methods and conclusions of psychological research
4. Think critically regarding ethical and multicultural issues related to research methods, conclusions, and interventions with women and girls
5. Understand the role of social and ecological factors as they relate to women’s development
6. Demonstrate an understanding of privilege, oppression, and human rights issues related to gender

Required reading: All required reading will be available on Canvas or through the PsycInfo database.
Assignments:

**Online work and Homework:** Work is due on the day it is assigned (e.g., if a reading is listed on a Wed, this means the reading should be completed prior to the start of class on Wed). Each Friday, students will be responsible for completing online assignments (e.g., discussion board posts or writing assignments) or participating in group work. **We will not meet in person as a class on Fridays, although you will be required to work on small group assignments during class time on Fridays, so leave the 10:00 to 10:50 time block open.** In all cases, assignments will be due at the end of class. In addition to Friday online assignments, homework will sometimes be assigned.

**Gender Empowerment Group Project:** Students will work in groups to carry out a Gender Empowerment Project. First, students will develop an idea for an intervention that can be employed within their communities. Students will carry out these interventions for at least 4 weeks. Each group will present their methods and intervention to the class in a PowerPoint presentation.

**Critical Thinking Papers:** Students will demonstrate their knowledge of course concepts in three critical thinking papers. All papers will require application of course concepts, critical thinking, and strong writing skills. **NOTE: PAGE LIMITS ARE STRICTLY ENFORCED. Papers over the page limit will lose points. APA formatting is expected for all papers (abstracts not needed). IF CITATIONS FOR OTHERS’ IDEAS ARE NOT INCLUDED, THE PAPER WILL RECEIVE A ZERO.** Please see paper descriptions towards the end of the syllabus for details. In an attempt to be fair to all students, note that only university excused absences (e.g., death in the family, severe illness with a doctor’s excuse, car accident with documented pictures) will result in extensions. **Computer problems do not quality as an excuse, so make to back up your work and get started early.**

**Exams:** There will be one midterm and one final exam. Exams will consist of multiple choice questions. Please refer to University policy on missed exams: [http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540](http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540). Please note that it would be in your best interest NOT to miss an exam. In an attempt to be fair to all students, note that only university excused absences (e.g., death in the family, severe illness with a doctor's excuse, car accident with documented pictures) will result in excused absences from. **Accidently sleeping in DOES NOT qualify, so make sure to get to class early on exam days. If you miss an exam without a reason that the instructor has approved in advance and in writing, you will receive an F (0 points) for that exam. Additionally, Students arriving late to an exam will NOT be permitted to take the exam if at least one student has already completed the exam and left the classroom. Students who arrive after a classmate has completed the exam will earn a zero for that exam.**

**Extra credit:**
You have the opportunity to earn up to 2 percentage points of extra credit. You can choose extra credit activities from the list of options presented at the end of this syllabus. Each extra credit assignment is worth ½ a percentage point of extra credit. All extra credit assignments are due **no later than the last day of class.** Extra credit points will NOT be granted for assignments received after this date.
Campus Wide Policies (Absences, DSS Accommodations, Religious Accommodations, etc.):

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like: academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, and copyright and intellectual property. Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

Assessment of student learning:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Online and homework activities</td>
<td>15%</td>
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<tr>
<td>Gender Empowerment Project</td>
<td>20%</td>
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<td>Critical Thinking Papers</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td>100%</td>
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<tr>
<td>Extra credit (optional)</td>
<td>2% maximum</td>
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This course is graded on the following A+ to F scale (no rounding exceptions):

- **A-** 89.5-93.49
- **A** 93.5-97.49
- **B-** 97.5-100
- **B** 87.5-89.49
- **C-** 79.5-83.49
- **C** 83.5-87.49
- **C+** 87.5-79.49
- **D-** 79.5-73.49
- **D** 73.5-67.49
- **D+** 67.5-63.49
- **59.49 and below F, XF Failure due to academic dishonesty**

Please understand that letter grades have specific definitions that do not include regular attendance, effort or desire.

“**A**” denotes excellent mastery of the subject and outstanding scholarship.
“**B**” denotes good mastery of the subject and good scholarship.
“**C**” denotes acceptable mastery of the subject and the usual achievement expected.
“**D**” denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.
“**F**” denotes failure to understand the subject and unsatisfactory performance.

Grading disputes: After the return of any test, paper or project, you have exactly seven days to send the graduate TA a written explanation of why you believe your grade should be re-evaluated. After seven days have passed, grade changes will no longer be considered. Again, if a written explanation is not submitted within seven days, your grade will not be reevaluated.
General Guidelines:

Get help early:
You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu. Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

All assignments must be submitted via Canvas by 11am on the day they are due, unless otherwise indicated. Assignments submitted after 11:00am will be considered late. Assignments must be submitted on Canvas and will not be accepted via email or hardcopy. Late assignments will be lowered one letter grade for each day they are late, including weekends. Poorly written papers will receive lower grades regardless of content. Be sure to check your grammar, spelling, and punctuation. Please contact the Writing Center or Learning Assistance Service if you need additional help with your writing. All papers should be written in APA style in accordance with the latest edition of the publication manual of the American Psychological Association (2009).

The Writing Center: 1205 Tawes Hall
http://www.english.umd.edu/academics/writingcenter
Phone: 301-405-3785

Learning Assistance Service: 2202 Shoemaker Bldg
http://www.counseling.umd.edu/LAS/
301-314-7693

Policy regarding asking questions about assignments/exams:
The instructor and TA(s) are available by email to respond to your questions about assignments and exams. However, no questions will be answered after 5 pm on the day before the assignment is due. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. Additionally, if you believe you will be unable to complete an assignment, it is your responsibility to inform the professor/graduate TA at least 24 hours BEFORE the assignment is due (documented medical/family emergencies excluded). Extensions/excuses will not be granted otherwise.

Use of technology:
In this class, students may bring their laptop computers, tablets, or other web-enabled devices to take notes ONLY. If I as the instructor determine that laptops, tablets, or other devices become distracting in class, I will prohibit the use of such devices in class.
# Course Outline (Note: Readings due by class the day they are listed)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>MONDAY</th>
<th>DATE</th>
<th>WEDNESDAY</th>
<th>DATE</th>
<th>FRIDAY (ONLINE)</th>
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<td>All work due by 11:00am on Friday unless otherwise indicated</td>
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<tr>
<td><strong>Methodological, Contextual, and Theoretical Issues</strong></td>
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<tr>
<td>1</td>
<td>1/24</td>
<td>Syllabus review; Introduction to the Psychology of Women</td>
<td>1/26</td>
<td>Online work: Introductions</td>
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<tr>
<td>2</td>
<td>1/29</td>
<td>Historical and Theoretical Perspectives: Psychoanalytic &amp; Sociobiology <strong>Read:</strong> Hyde chapter 2 Slater (2013)</td>
<td>1/31</td>
<td>Theoretical Perspectives: Social Learning, Cognitive-Development <strong>Watch:</strong> Dr. Block talk-sociobiology (<a href="https://www.youtube.com/watch?v=pJwp6SKxthc&amp;NR=1">https://www.youtube.com/watch?v=pJwp6SKxthc&amp;NR=1</a>)</td>
<td>2/2</td>
<td>Online work: Overview of Group Project, Post two topics of interest for GEP, respond to two classmates whose ideas you like</td>
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<td>3</td>
<td>2/5</td>
<td>Theoretical Perspectives: Gender Schema Theory, Feminist Theory <strong>Read:</strong> Martin et al. (2002) p. 911-913 (other pages not required)</td>
<td>2/7</td>
<td>Privilege and Oppression: Intersections of identity <strong>Due CTP 1:</strong> Self-Reflection Paper <strong>Read:</strong> Brady et al. (2017) <strong>Sign up for GEP Group by midnight. If not, instructor will assign you to a group.</strong></td>
<td>2/9</td>
<td>Online work: Watch Claude Steele talk (<a href="https://www.youtube.com/watch?v=q1fZluuXlkk">https://www.youtube.com/watch?v=q1fZluuXlkk</a>) Stereotypes discussion post</td>
</tr>
<tr>
<td>4</td>
<td>2/12</td>
<td>In class group work: Brainstorm GEP intervention ideas, set ground rules for group work <strong>Due: GEP initial ideas by midnight today</strong></td>
<td>2/14</td>
<td>Gender Differences vs Gender Stereotypes, Stereotype Threat <strong>Read:</strong> Van Loo &amp; Rydell (2013); APA (2005); Hyde 1 (p. 6-16)</td>
<td>2/16</td>
<td>Online work: <strong>Due:</strong> Discuss Killing Us Softly (by Mon 2/20) <strong>Watch:</strong> Killing Us Softly 4</td>
</tr>
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**Gendered Development**

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|     | 2/19  | Stereotype Threat (cont.); Start gender Socialization: Infancy, childhood, & adolescence  
Read: Orenstein (2011) ch 2 & 3 | 2/21  | Gender Socialization: Infancy, childhood, & adolescence  
Read: Orenstein (2011) ch 2 & 3 | 2/23  | Online work: Individually written annotated bibliographies related to GEP topic. Group should have primary ideal finalized.  
Due before class Monday 2/26 |
|-----|-------|-----------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------|
| 6   | 2/26  | Gender development: Trans and non-gender confirming children  
Read: Olson et al. (2015) | 2/28  | Media Literacy  
Due: CTP 2 – Theories Paper | 3/2   | Online work: Watch Half the Sky, Discussion Post  
Due before class Monday 3/5 |
| 7   | 3/5   | Racialized, Hostile, and Benevolent Sexism  
Read: Settles (2006); Shepherd et al., (2011)  
Due: Sign up for GEP groups. | 3/7   | Special Topic: Domestic Minor Sex Trafficking  
Read: Kotrla (2010) | 3/9   | Online work: Submit idea and draft of method for GEP |
| 8   | 3/12  | Sexual Assault and Victim Blaming  
Read: Testimony from Brock Turner trial ; Excerpts from Roxane Gay’s Hunger | 3/14  | EXAM 1 | 3/16 | Group work: Submit revised GEP method. |
<p>| 9   | 3/19-3/23 | SPRING BREAK (Thank gosh. We deserve this.) &amp; Prepare to Launch GEP projects |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Readings</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Women, Work, Relationships</strong></td>
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<td>11</td>
<td>4/2</td>
<td>Women, Work, and Family</td>
<td>In class Ted Talk: Why we have so few women leaders</td>
<td>4/4</td>
<td>Women, Work, and Family</td>
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<td><strong>Can’t Think of a Title to Summarize all of these Lectures</strong></td>
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<td>13</td>
<td>4/16</td>
<td>Female Friendship</td>
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<td>4/18</td>
<td>NO CLASS</td>
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<tr>
<td>14</td>
<td>4/23</td>
<td>Experiences of (some) Trans Women</td>
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<td>4/25</td>
<td>Fetishization and Exotification of (some) Women of Color</td>
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<td><strong>GEP Presentations</strong></td>
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<tr>
<td>15</td>
<td>4/30</td>
<td>Gender Empowerment Presentations</td>
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<td>5/2</td>
<td>Gender Empowerment Presentations</td>
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<tr>
<td>16</td>
<td>5/7</td>
<td>Gender Empowerment Presentations</td>
<td></td>
<td>5/9</td>
<td>Gender Empowerment Presentations</td>
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</table>
Readings:


Slater, D. (2013). http://www.nytimes.com/2013/01/13/opinion/sunday/darwin-was-wrong-about-dating.html?pagewanted=all#r=0


Critical Thinking Papers: MUST be in APA format. Please visit http://owl.english.purdue.edu/owl/resource/560/01/ or refer to the Publication Manual of the American Psychological Association (6th edition) for APA formatting guidelines. Abstracts are not required.

Critical Thinking Paper 1: Self-Reflection. Due 2/7 (30 points, see Canvas for detailed rubric)
Write a 3 to 4 page reflection paper addressing the following:

- How do you identify, culturally? (ex: Mexican-American, Christian, Lesbian woman; Biracial, bisexual man, etc.). Only disclose those identities which are most important to you and that you feel comfortable disclosing. (Can be one sentence, 2 points)
- As a person with your cultural background, what are two messages you learned about gender as you were growing up? Messages can be from family, media, school, friends, or just through osmosis from the culture around you. Additionally, messages can be explicit or implicit. We can learn 'messages' from what we DON'T see as much as what we DO see. (6 points)
- As a result of these messages, what values or biases about gender do you currently hold? (6 points)
- What kinds of issues do you anticipate might raise your defenses this semester? That is, what issues might make you feel uncomfortable, angry, annoyed, checked out, etc.? (5 points)
- Do you identify as a feminist? Why or why not? Critique the ‘Women Against Feminism’ Tumblr and ‘Everyday Feminism’ online magazine (http://womenagainstfeminism.tumblr.com/ and http://everydayfeminism.com/). Discuss two thoughts or reactions to these sites. Cite a post in the blog/magazine at least once. (6 points)
- Pick one or two issues related to the psychology of women that are of most interest to you. Indicate what you hope to learn about these issues over the course of the semester and why. (2 points)
- APA style: 3 points

Critical Thinking Paper 2: Theories. Due 2/28 (25 points, see Canvas for detailed rubric)
Write a 3 to 4 page paper addressing the following:

- What are your thoughts and reactions to Killing Us Softly? (4 points)
- What questions does this film raise for you (e.g., something you’d like to know more about)? (4 points)
- Describe and apply one theoretical perspective discussed in class to understand some psychological influences of advertising images: (14 points)
  For example (although other theories discussed in class may be used):
  o Schema theory—what do advertising images tell us about gender schemas? How can it contribute to the development of gender schemas? How might this impact one’s self-concept, according to schema theory?
  o Feminist theories—what do advertising images tell us about power, sexuality, race, and gender? How might advertising images serve to maintain power imbalances?
  o Learning theory—how might a girl or woman learn gendered behavior through exposure to advertising images?
- APA style: 3 points
Case Analysis Critical Thinking Paper. Due 4/18 (40 points, see Canvas for detailed rubric)
Select a female-identified character from pop culture, a TV show, movie, book, or fairy tale and apply 4 concepts from class to understand the character's feelings, thoughts, or behaviors from a gendered perspective. Write a 4 page paper addressing the following:

- Briefly describe the character such that someone who does not know who she is gets a clear picture of her. This includes describing her physical and personality characteristics, her behaviors, what role she plays when interacting with others, her sense of self, her abilities & achievements, etc. (10 points)
- Define and apply 4 concepts from class to understand the character's feelings, thoughts or behaviors from a gendered perspective. How well does the film/character portray each of these concepts/models/ideas/theories? How does this represent or challenge typical female stereotypes & gender roles? Be sure to reference readings and class discussions where appropriate in order to demonstrate your understanding of them. (20 points total, 5 for each concept)
- Describe two distinct ways in which the character could improve/strengthen/diversity its portrayal of women. Why are these improvements important? Be sure to reference readings and class discussion where appropriate. (10 points)

Extra Credit Options (due by 5/9): You will receive ½ a percentage point of extra credit for each assignment, for up to 2%.

1. Engage in advocacy (2-3 pages): Participate in an advocacy or social justice related activity. Write a 1-2 page summary of what you did, why it was important to you, and what you learned. Also include how you believe the project you chose relates to and/or is consistent with the Psychology of Women (include at least 2 citations to support your argument). Also, include the letter, a brochure, pictures, or some evidence of your participation.
2. Attend a cultural event (2-3 pages): Watch a movie, go to a museum exhibit, attend a show, a meeting, a lecture, etc., that presents issues that are new to you with regard to multiculturalism or social justice as they relate to the lives of women (e.g., presentation about the experiences of Muslim American women, film about women and human rights, a transgender panel, a talk about issues relevant to lesbian couples on our campus). Write a 2-3 page reaction paper detailing why you chose the event/film, as well as your personal reactions and what you learned. Be sure to include at least 2 citations to integrate course material into your paper.
3. Current event reaction paper (2-3 pages): Write about a current event and how it relates to the psychology of women. Be sure to indicate why you chose the event, your personal reactions, and how it relates to this course. Include at least 2 citations to integrate course material; into your paper.
4. You can receive a maximum of 1 percentage point of extra credit for two hours (meaning 1 SONA hour = 1/2 percentage point) of research participation from studies advertised in this class or on SONA. [http://psychology.umd.edu/research/sona.html](http://psychology.umd.edu/research/sona.html)
**Gender Empowerment Project and Paper (100 points). Presentation Dates: 4/30, 5/2, 5/7, 5/9**

**Description:**

Students will work in groups of 5** to carry out a gender empowerment project. First, students will develop an idea for a gender empowerment intervention that can be employed within their communities. The intervention should have the purpose of raising awareness about important issues related to the psychology of women, providing resources, changing attitudes, or otherwise intervening with some problem related to the psychology of women. This is intended to be a semester long project. **Empowerment interventions should be carried out for at least 4 weeks.** Each group will present their research, methods, and intervention to the class in a 10 minute** PowerPoint presentation. **EXAMPLES OF SUCCESSFUL GEP PROJECTS FROM THE PAST ARE POSTED TO ELMS.**

**Example intervention ideas:**

**Question:** How can you increase awareness or otherwise intervene in a problem relevant to the psychology of women?

- a. Create a poster/exhibit/visual presentation celebrating diverse women’s bodies and put them up across social media and in women’s bathroom stalls (or somewhere else women are likely to see and pay attention to them.)
- b. Develop a weekly seminar about respectful and damaging relationships and present it to your dorm, UNIV100 classs
- c. Create an interactive game, held in front of Stamp and at Hornbake, to teach students about queer women’s lives.
- d. Collaborate with an existing organization to write a grant, develop a proposal, organize an event, etc. related to gender empowerment.

**Presentation format:**

Each group will have 10 minutes** to present their Gender Empowerment Project to the class in PowerPoint (or other approved/creative) format.

**LENGTH OF PRESENTATION AND GROUP SIZE MAY CHANGE DEPENDING ON CLASS ENROLLMENT**

**General tips for Gender Empowerment Project:**

1. Get started early! This project will require you to budget your time wisely. Set regular meeting dates over the course of the semester. Communicate with your group members regularly. Schedule a meeting with the professor or TAs quickly if your group has questions or concerns.
2. During the presentation: Be creative and find ways to engage your audience. Find a way to show the class what you did for your intervention. Perhaps do a demonstration in class, put together a creative visual, or find some other way to showcase your work.
3. Be sure that all aspects of your project are clearly supported by research and theory. High grades will only be earned by groups that have designed interventions firmly rooted in research.
4. Make sure you make an effort to maximize the impact of your intervention. Interventions should be carried out for at least 4 weeks.

Grades:
You will earn a GROUP grade for this project. However, each group member will submit a peer audit form. This form will allow each student to indicate the amount of work that each member contributed. If a group indicates that an individual member did not contribute their fair share of work that group member’s grade will be deducted accordingly. Thus, if Grace contributed only half of what her peers contributed to the group project, she will earn half of the group grade (if her group earns 100%, she will earn 50%).

Project instructions and deadlines:
1. 2/7: Sign up in groups for a topic of interest on Canvas by midnight.

2. 2/12: Meet with group in class to brainstorm ideas for your GEP. Set ground rules for group work. Consult with instructor and TAs for ideas. Agree on one or two primary ideas.

3. 2/26: Individual annotated bibliographies due.

    Each group member should submit (on Canvas) an individual annotated bibliography. The annotated bibliography should include at least 2 references for empirical research articles the group will use to inform their intervention, along with a summary of each article (*NOTE* DO NOT COPY AND PASTE THE ABSTRACT. You must read and summarize the article in your own words). Articles must be from academic journals, empirical, and no more than 5 years old.

4. 3/9: Draft of GEP intervention idea and method

    The group should then submit their responses to these questions by the end of "class" on March 10th. You don’t have to know the answer to every single question—just complete as best as you can. However, we will provide feedback about your ideas. The more information you submit, the more feedback we can give you:

    I. What is the problem your group would like to address?
    II. Why is this topic important? Why do you think there is a need for an intervention related to this topic?
    III. Who is your audience?
    IV. What is your intervention?
    V. Why are you choosing this particular intervention? How effective do you think it might be? Why?
    VI. What impact do you expect your intervention to have? Why?
VII. How will each of your group members share responsibilities?

VIII. Create a timeline for your group to ensure your project is completed in a timely fashion. Divide responsibilities among group members (e.g., decide that each person should pull 2 research articles on psycinfo that relate to your general topics of interest with the purpose of assessing the feasibility of your project).

5. 3/16: Submit revised method document to Canvas, prepare to launch intervention

6. 3/20: Launch interventions, continue to work on throughout the rest of March, April

7. 4/27: Finalize presentations. Slides due for ALL groups, regardless of presentation day by 11:59pm on Friday, April 27th. Slides must be submitted in Powerpoint format (e.g., not as google docs).

8. 4/30: Presentations Begin

9. 5/9: Last day of presentations

Copyright Notice:

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others I will ask for your written permission. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law (www.copyright.gov/title17).
<table>
<thead>
<tr>
<th>Gender Empowerment Presentation Grading Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Introduction and Literature Review</strong></td>
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<tr>
<td>• What is the problem your group addressed? (clearly stated, 10 points)</td>
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<tr>
<td>• Why is this an important issue? Importance should be based on research/theory (at least 3 citations, 15 points).</td>
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<tr>
<td><strong>Method</strong></td>
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<tr>
<td>• Who is your audience? (5 points)</td>
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<td>o Why did you choose this audience? (at least 1 citation to support audience choice)</td>
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<td>• What is your intervention? (20 points)</td>
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<tr>
<td>o Describe your intervention and methods in detail. What did you do? For how long? How did you do it?</td>
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<tr>
<td>o Why did you choose this particular intervention? This format? (Use at least 2 citations)</td>
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<tr>
<td><strong>Group Reflection</strong></td>
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<tr>
<td>• What impact did you expect your intervention to have? Why? (5 points)</td>
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<td>• How did others respond to your intervention? Do you think it was successful? Why or why not? (5 points)</td>
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<tr>
<td><strong>Quality</strong></td>
<td>/30</td>
</tr>
<tr>
<td>• Intervention is creative, feasible, successful, and connected to research (10 points)</td>
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<tr>
<td>• Class engaged in presentation (pictures, flyers, Facebook posts, participant quotes, etc) (5 points)</td>
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<tr>
<td>• Presentation is clear, well-organized, and attractive (10 points)</td>
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<td>• All members participated (5 points)</td>
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<tr>
<td><strong>Writing Quality:</strong> Spelling, grammar, APA style</td>
<td>/10</td>
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<tr>
<td><strong>Additional Comments:</strong></td>
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<tr>
<td>Total =</td>
<td>/100</td>
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