

Final Project
Gender and Identity Learning Community
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Your final project for the Gender and Identity learning community will count toward your grade in all three of the classes in the community. The project will be a group presentation that lasts for 10-15 minutes. It should be a creative exploration of a question or questions that are relevant to what you have studied in all three courses.

What follows is fairly long, and it may feel like a lot of instructions. It is primarily intended to inspire ideas, rather than impose limits, and we encourage you to read it with that in mind:

The projects will consist of three elements:

1) The Group Presentation

The presentation can take many forms, utilizing visual, musical, or dramatic arts. You're welcome to incorporate technology, be it making video yourself or utilizing materials found online.

More than being entertaining, the projects should demonstrate a strong understanding of an issue explored in this learning community. If you are exploring characters, you should not just present them, but be offering a thoughtful interpretation of them; if you are exploring ideas about an issue, you shouldn't just show the positions, you should demonstrate that you have thought about them and evaluated them and drawn your own conclusions.

2) Text of the Presentation

Whatever your project is, you will be required to submit a text of the words used in the presentation. This may be in the form of an essay or a script, a storyboard, or something else, such as a series of charts, etc.

3) Individual Self-Reflections

You also will be asked to write individual self-reflections on the final project, discussing what you were trying to accomplish with it, what the challenges were and how you addressed them, what discoveries you made and what doubts you may have about what you did. This should be 250-750 words.

Evaluation:

Here are some of the things we will be looking for:

| ENL 103 ([Worth 10% of your final grade](#)): **The quality of the writing:** Is the writing precise? Does it articulate positions and/or present characters accurately and well? Has it found the best words to express its ideas?

The structure of the presentation: Is the presentation arranged thoughtfully? [When we wrote essays, we discussed if and how each paragraph contributed to the entire essay, whether some should be longer or shorter or cut completely. For your presentation, we will be evaluating how different sections of the presentation](#) relate to the overall presentation? Is there the proper balance between the [sections](#) of the presentation?

The way the question is explored: As we have seen, there are many ways a piece of writing can try to respond to a question using facts that you have gathered: You can rely on imaginative speculation, building on those facts, the way Kingston does in *The Woman Warrior*. You can build a narrative around the facts, the way you did when you wrote your own stories, drawing from people and places you knew in your lives. You can present various positions as a way of developing and articulating your own, a method stressed in *They Say, I Say*. Has your group found an effective way to explore the question? What does your strategy allow you to discover or reveal?

ENL 160 (Worth 20% of the final grade in this class)

Framing question(s): Do you ask a question or a series of questions that that

- 1) explore(s) an issue that matters, that helps you to think about something big in which you have a stake and that you find important in your life or in the world in general
- 2) show(s) how the text(s) help you to think about the question(s)
- 3) direct(s) our attention to a particular aspect of the text(s)

Textual evidence: In your presentation, do you draw directly on specific scenes or words from the text(s)? Do you show that you are thinking about what the text(s) make you think about, but also about what exactly the text(s) do and say?

Attention to genre and/or context: In your presentation, do you show an understanding of formal and/or contextual elements of the text(s)? Do you pay attention to ways that how and when the text(s) were written and set might affect how we understand them?

PSY 101 (Worth 10% of the final grade in this class): Do you demonstrate deep understanding (i.e., not just surface-level memorization or “name-dropping”) of at least three bullet points (constructs, terms, ideas) from the list below? Do you accurately apply the constructs or terms to some aspect of your creative project? Do you provide some sort of evaluation or critical analysis of the constructs or terms? In other words, do the constructs do an adequate job of describing human experience or are they lacking in some important way? You will note that gender identity disorder and gender dysphoria don’t appear on the list, since they were the focus of your paper. You can mention these terms, but they will not “count” toward fulfilling the expectation that you will incorporate at least three bullet points into your project.

The list:

- Seven foundational areas and their application to the construct of gender;
- Body image, self-objectification, sexual objectification;
- Gender identity, gender constancy;
- Androgyny, transcendence of androgyny;
- Gender schema theory;
- Evolutionary explanations for sex differences in behaviors;
- The idea that there is more variability within genders than between genders;
- The defense mechanisms;
- Gender identity as explained by Oedipus complex, Electra complex, penis envy;
- Freud's personality traits for females: Passivity, masochism, narcissism;
- Phallogocentrism;
- Implicit vs. explicit attitudes;
- Situational or dispositional attribution;
- Cognitive dissonance, dissonance reduction;
- Stereotype threat.

| The presentations will be given on Friday, December [16th](#) . All materials must be turned in at that time.