

Instructor/TA Info

Instructor Information

Name: Dawn-Marie Wood
Office Location: 1007 SWKT
Office Phone: 801-422-0374
Office Hours: Mon, Wed, Fri 1:00pm-2:30pm
Or By Appointment
Email: dawn-marie.wood@byu.edu

TA Information

Name: Bryson Lind
Office Location: SWKT1150 PSYCH CENTRAL
Office Hours: Tue 2:50pm-3:50pm
Or By Appointment
Email: bryson.lind@aggiemail.usu.edu

Course Information

Description

Biological and social contributions to sex role development, sexual self-concept, and complementarity of sex roles.

Prerequisites

PSYCH 307 (<http://catalog2016.byu.edu/family-home-and-social-sciences/psychology/writing-within-psychology>), PSYCH 309 (<http://catalog2016.byu.edu/family-home-and-social-sciences/psychology/psychological-testing>), and PSYCH 310 (<http://catalog2016.byu.edu/family-home-and-social-sciences/psychology/psychological-research-design-and-analysis>); or instructor's consent.

Learning Outcomes

1. Gender concepts, theories, and research findings

Students will demonstrate a fundamental understanding of (a) various concepts and theories of sex and gender, including models of how gender roles are developed and maintained, and (b) the major research findings regarding gender.

Measurement: Multiple choice tests, short essays.

2. Research knowledge and skills

Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.

Measurement: Writing assignment and/or conducting research project.

3. Develop skills in gender research

Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.

Measurement: Writing assignment.

4. Critical awareness of cultural effects on gender identity

Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through class room activities and discussions; and develop an awareness of one's own expectations and biases as they relate to gender.

Measurement: Multiple choice tests, short essays, and/or conducting research project.

5. Influence of media, institutions, and culture

Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through class room activities and discussions; and develop an awareness of one's own expectations and biases as they relate to gender.

Measurement: Writing assignment.

Course Goals

Goals:

1. To become well acquainted with the field of psychology and gender.
2. To gain insight into the theories discussed in class and read in the text in order to create links between them and your own personal experiences.

3. To become critical consumers of psychological research in order to understand both the strengths and weaknesses of psychological theories.

To achieve these goals, you should:

- A. Be able to critically analyze the gender research findings that might contradict what you believe.
- B. Know major psychological theories and research methodologies so that you can critically see the biases in the published research methods and implications.
- C. Understand that there are many controversial perspectives in the psychology of gender. Therefore, you should learn the different view points and bring your own views into harmony with your faith.

Materials

Item	Price (new)	Price (used)
? PSYCHOLOGY OF GENDER 4E - Required by HELGESON, V	169.95	127.50

Participation Policy

Course Participation (Attendance Points): Earned each class period via circulation of an attendance roll. These points may not be "made up" (in other words, you must be physically present to earn them); however, an extra credit opportunity is available (see below).

20 days x 5 points each day = 100 attendance points possible

Mondays: Submission of a weekly Reading Response (upload to Learning Suite by 9am) = 10 points

Wednesdays: Completion of a weekly Key Terms Quiz (take in class - first ten minutes or so) = 20 points

Fridays: Submission of a weekly "Do Gender" Research Experience Write-Up = 30 points

Grading Policy

To receive full credit, assignments are due on the dates indicated. Failure to submit by the deadlines will result in a lower grade; 5 points less than the total possible if within 3 days, 10 points less than full credit if within 7 days, and 15 points less than the maximum if > 7 days late.

Grading Policy for Reading Responses* (-3 to -7 for late submission)

Reading Responses are typically due on Monday morning by 9am (unless otherwise specified). Partial credit will be awarded after 9am, as follows:

< 3 days late (or by Wednesday) = -3 points (maximum of 7 points possible)

< 5 days late (or by Friday) = -5 points (maximum of 5 points possible)

< 7 days late (or by the following Monday) = -7 points (maximum of 3 points possible)

*The policy for Reading Responses is slightly different than for other assignments.

Final Grade: Please note that an overall percentage of 92.9999% (as you see it in Learning Suite) is still an A- and will not be rounded up. Please do not ask me to arbitrarily round up your grade to the next higher grade. I will drop your lowest "Do Gender" Research Experience score and have included an extra-credit opportunity, which should help you even out a lower than anticipated assignment, quiz, or exam score.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%

D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Reading Response: Chapter 1 (pp. 1-28)

May
08

Due: Monday, May 08 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 1

May
10

Due: Wednesday, May 10 at 11:00 am

pp. 27-28

"Do Gender" Research: Chapter 1

May
12

Due: Friday, May 12 at 11:00 am

1.3 "Life as the Other Sex"

See assignment description and scoring rubric:

[Chapter 1 - DO GENDER.docx](#) Download ([plugins/Upload/fileDownload.php?fileId=36774a60-DbwM-mYjH-6Fw3-kI10b5ec3e0d&pubhash=MAX8C8MjYkdPAVYvfeJzw8lTbeyMS9s9Nv7epFToag5N3HiW26xTf-6bARMtM2f1gZtO-OtSrARID5bNqO_ug==](#))

Reading Response: Chapter 2 (pp. 29-66)

May
15

Due: Monday, May 15 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 2

May
17

Due: Wednesday, May 17 at 11:00 am

p. 66

"Do Gender" Research: Chapter 2

May
19

Due: Friday, May 19 at 11:00 am

Choose one of the following:

- 2.1 "Comparing Media Reports to Scientific Reports"
- 2.3 "Gender-Role Strain"

See assignment description and scoring rubric:

Chapter 2 - DO GENDER.docx [Download \(plugins/Upload/fileDownload.php?fileId=a8a00847-EQTk-PWN6-KNKw-5p6f4a9618b7&pubhash=dDoL6BxT6QE80Q1PY-vmw_apJknhK7KuQpRdVOJesY3fqY7zS9gajiA87x2cEjhmtzFCuRFWiHOLmu86QP1mg==\)](#)

Reading Response: Chapter 3 (pp. 67-101)

May
22

Due: Monday, May 22 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 3

May
24

Due: Wednesday, May 24 at 11:00 am

p. 101

"Do Gender" Research: Chapter 3

May
26

Due: Friday, May 26 at 11:00 am

3.5 "Stereotypes Obtained from Media Portrayals of Men and Women"

See assignment description and scoring rubric:

Chapter 3 - DO GENDER.docx [Download \(plugins/Upload/fileDownload.php?fileId=5ddf4008-H6YQ-CwHE-GoRT-x49ae92cd2fd&pubhash=Q8SuT7GrGKj05pvletxWyNeDrddEFeD3YJtTxg90cSSEmiNe7EQBe8qxyQpgjRBuuv92z60M_FLQTUzHfW18Dw==\)](#)

Exam #1

May
27

Due: Saturday, May 27 at 1:00 pm

Chapters 1-3 (50 questions, multiple choice format). This exam is administered in the Testing Center.

Reading Response: Chapter 4 (pp. 102-133)

May
29

Due: Monday, May 29 at 11:59 pm

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Reading Response: Chapter 5 (pp. 134-182)

May
29

Due: Monday, May 29 at 11:59 pm

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 4

May
31

Due: Wednesday, May 31 at 11:00 am

p. 133

Key Terms Quiz: Chapter 5

May
31

Due: Wednesday, May 31 at 11:00 am

p. 182

"Do Gender" Research: Chapter 5

Jun
02

Due: Friday, Jun 02 at 11:00 am

Choose one of the following:

5.4 "How Are Females and Males Portrayed in Children's Books?"

5.5 "How Men and Women Are Portrayed on Television"

5.6 "How Children Determine Gender"

See assignment description and scoring rubric:

Chapter 5 - DO GENDER.docx [Download \(plugins/Upload/fileDownload.php?fileId=ca332778-krZB-hFKh-6zSc-q6c91c3baf67&pubhash=_dubgad4FFd8XYnC7Q1VCH3vzkl68-MWFTIwFLjPuxcV8NY8IOjHN7RYaV0wdgn4IFUE5hmpSzrRlsbMJ9xmQ==\)](#)

"Do Gender" Research: Chapter 4

Jun
02

Due: Friday, Jun 02 at 11:00 am

Choose one of the following:

4.1 "Sex Comparisons in Directions"

See assignment description and scoring rubric:

Chapter 4 - DO GENDER.docx [Download \(plugins/Upload/fileDownload.php?fileId=dcd0173f-4wma-msuD-ik8g-gWf8e29da498&pubhash=6_s2Ei_jgYixYRgPjm_LluidFbCJclwTJ1cAlzj_O657XaLkBb9BRY4qUa8KiRPcrOJKWiCDB5MvAduAmOKV-w==\)](#)

Reading Response: Chapter 6 (pp. 183-219)

Jun
05

Due: Monday, Jun 05 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 6

Jun
07

Due: Wednesday, Jun 07 at 11:00 am

p. 219

"Do Gender" Research: Chapter 6

Jun
09

Due: Friday, Jun 09 at 11:00 am

Choose one of the following:

6.2 "Reasons for Switching from Nontraditional to Traditional Majors"

6.3 "Self-Conceptions"

See assignment description and scoring rubric:

Chapter 6 - DO GENDER.docx [Download \(plugins/Upload/fileDownload.php?fileId=33ed0d49-mqjG-2wsu-Tpee-Aqe31545cd3b&pubhash=cO3ZrJZdLeVRi21uvGkpGO1ErgeBKi4eDKfVY7T59PYv9f6lnljSAjSHP_rdxsVwk_zYygal20dquF9Gijg8VQ==\)](#)

Reading Response: Chapter 7 (pp. 220-259)

Jun
12

Due: Monday, Jun 12 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 7

Jun
14

Due: Wednesday, Jun 14 at 11:00 am

p. 259

"Do Gender" Research: Chapter 7

Jun
16

Due: Friday, Jun 16 at 11:00 am

Choose one of the following:

7.2 "Sex Differences in Language Use"

7.3 "Observational Study of Touching"

See assignment description and scoring rubric:

Chapter 7 - DO GENDER.docx [Download \(plugins/Upload/fileDownload.php?fileId=0c16c219-HavT-tMoR-1KeQ-1s83a15d418f&pubhash=AMYCmx9F6beQT_trNmVmCFKTnuzvICM7_usxt6SPKqbyFgpOENFHzyxn6L8UkBG3v61QqsxhYiwEaOg58Glz0g==\)](#)

Exam #2

Jun
17

Due: Saturday, Jun 17 at 1:00 pm

Chapters 4-7 (50 questions, multiple choice format). This exam is administered in the Testing Center.

Attendance Points

Jun
19

Due: Monday, Jun 19 at 11:59 pm

Course participation (attendance points) will be earned each class period via circulation of an in-class roll. These points may not be "made up" (you must be physically present to earn them); however, an extra credit opportunity is available (see below).

20 days x 5 points each day = 100 attendance points possible

National Geographic Premiere Event: "Gender Revolution" (Extra Credit)

Jun
19

Due: Monday, Jun 19 at 11:59 pm

Watch "Gender Revolution: A Journey with Katie Couric" on National Geographic for "a look at how genetics, culture, and brain chemistry shape gender," and submit a **two-page, double-spaced** response via Learning Suite.

Katie Couric meets with the parents of a transgender child in this sneak peak (#) at the two-hour documentary, which originally premiered on Monday, February 6, 2017, at 9/8c.

Literature Review (Final Project)

Jun
22

Due: Thursday, Jun 22 at 11:59 pm

Submit a **six- to eight-page, double-spaced** literature review on the gender topic of your choice in APA format, utilizing a **minimum of six references** (at least four of which must be peer-reviewed, scientific journal articles).

Please avoid the use of colloquial phrasing, contractions, first person ("I/we," "me/us," "my/mine/our"), and direct reference to the reader ("you/your") in your scholarly writing.

Please include an APA-formatted title page and running head, thesis statement as the final sentence in an introduction (which, remember, is not titled "Introduction," but begins with the title itself), properly constructed CEC body paragraphs supporting the thesis statement (which flow logically under APA-formatted section headings), and a well-written Conclusion section (see "Conclusions" handout under "Structure and Organization" on the FHSS Writing Lab's web page: <https://fhsswriting.byu.edu/Pages/Handouts.aspx>), all followed by an APA-formatted References page.

Note: An abstract is not required, but if you choose to include tables or figures, please place them in an APA-formatted Appendix section following your References page.

University Policies

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some

cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Schedule

Date	Column 1	Column 2
Week 1		
W May 03 Wednesday	Overview of Course Personal Information Sheets	
F May 05 Friday	Mormon and Gay - An Official Church Website https://mormonandgay.lds.org/ North Star - LDS Resources on Sexual Orientation & Gender Identity http://northstarlds.org/	
Week 2		

M May 08 Monday	Reading Response: Chapter 1 (pp. 1-28) Gender Roles and "The Family: A Proclamation to the World" Chapter 1: Introduction	Julie Haupt, M.S. (BYU School of Family Life)
W May 10 Wednesday	Key Terms Quiz: Chapter 1	
F May 12 Friday	"Do Gender" Research: Chapter 1	
Week 3		
M May 15 Monday	Reading Response: Chapter 2 (pp. 29-66) Chapter 2: Methods and History of Gender Research	
W May 17 Wednesday	Key Terms Quiz: Chapter 2	
F May 19 Friday	"Do Gender" Research: Chapter 2	
Week 4		
M May 22 Monday	Reading Response: Chapter 3 (pp. 67-101) Chapter 3: Gender-Role Attitudes	
W May 24 Wednesday	Key Terms Quiz: Chapter 3	
F May 26 Friday	"Do Gender" Research: Chapter 3 Midterm #1: Chapters 1-3 (in Testing Center Friday and Saturday) Exam #1 Opens	
Sa May 27 Saturday	Exam #1 Closes	
Week 5		
M May 29 Monday	Memorial Day Reading Response: Chapter 4 (pp. 102-133) Reading Response: Chapter 5 (pp. 134-182)	
W May 31 Wednesday	Chapter 4: Sex-Related Comparisons (Observations) Chapter 5: Sex-Related Comparisons (Theory) Key Terms Quiz: Chapter 4 Key Terms Quiz: Chapter 5	
F Jun 02 Friday	"Do Gender" Research: Chapter 4 "Do Gender" Research: Chapter 5	
Week 6		
M Jun 05 Monday	Chapter 6: Achievement Reading Response: Chapter 6 (pp. 183-219)	
W Jun 07 Wednesday	Key Terms Quiz: Chapter 6	
F Jun 09 Friday	"Do Gender" Research: Chapter 6	
Week 7		
M Jun 12 Monday	Reading Response: Chapter 7 (pp. 220-259) Chapter 7: Communication	
W Jun 14 Wednesday	Key Terms Quiz: Chapter 7	
F Jun 16 Friday	"Do Gender" Research: Chapter 7 Midterm #2: Chapters 4-7 (in Testing Center Friday and Saturday) Exam #2 Opens	
Sa Jun 17 Saturday	Exam #2 Closes	

Week 8

M Jun 19 Monday	Attendance Points National Geographic Premiere Event: "Gender Revolution" (Extra Credit)	
T Jun 20 Tuesday	Spring Exam Preparation (06/20/2017 - 06/20/2017)	
W Jun 21 Wednesday	First Day of Spring Final Exams (06/21/2017 - 06/22/2017)	
Th Jun 22 Thursday	Literature Review (Final Project)	