Hormones & Behavior Seminar 

BIOA 454 AU 2021

Tues/Thurs 10:30 - 12:20 in RAITT 116

\*Must be taken concurrently with BIOA 455 Lab

**Teaching team** (Zoom office hours by appointment)**:**

**Instructor:** Dr. Melanie Martin **TA**: Alene Chang martinm7@uw.edu archang@uw.edu

## DESCRIPTION AND LEARNING OBJECTIVES

This seminar course provides an introduction to the field of human behavioral endocrinology, the study of neuroendocrine systems that produce behavior and respond to internal and external stimuli. Course content also engages with practical and theoretical issues related to collection and analysis of hormonal biomarkers in social and behavioral science research. This course fulfills UW Natural World (NW) General Education Requirements and is part of the Medical Anthropology and Global Health (MAGH) and Human Evolutionary Biology (HEB) Options in Anthropology. *Registration is by add code only:* students must take the course concurrently with BIOA 455 and review schedule commitment and lab expectations in order to register.

*By the end of this course you should be able to:*

* Identify hormonal systems and processes regulating stress, biorhythms, and aggressive and affiliative behaviors
* Evaluate logistical considerations for ethical and biologically relevant biomarker collection & analysis
* Contextualize individual and population differences in hormonal measures and responses in relation to broader social, developmental, and evolutionary contexts

## ORGANIZATION AND ASSESSMENTS

### Course structure

1. This is a 5-credit course, [which represents a time commitment of 15 hours/week](https://www.washington.edu/students/reg/credit.html#:~:text=The%20basic%20rule%20for%20determining,30%20hours%20in%20a%20quarter.) (including 4 hours in-person class time)
2. This is a flipped-course style seminar, with \*most\* classes meeting in-person (see exceptions below). Regular attendance and participation is expected. Readings and corresponding quizzes/assignments are to be completed prior to class. During class we will review assignments and expand on topics with additional lecture and discussion. The following dates are scheduled exceptions to in-person meetings:
	1. Asynchronous activities only are planned for Thursday Oct 21, Thursday November 18, and Tuesday Nov 23 (we will not meet in-person or remotely on these days)
	2. *During all of Week 4 and all of Week 6, lab partners will schedule times on Tuesday and Thursday to complete assays in the lab. There will be no lecture seminars during those weeks, all lecture content will be asynchronous.*
3. Course content is structured through weekly Canvas modules. Modules will post Monday morning the week before a respective module (e.g. Week 1 Module for Monday Oct 4 - Sunday Oct 10 will post Monday Sep 27).
4. **BUT BECAUSE IT IS** **2021** and we are still in a global pandemic, any of us may be exposed or infected with COVID-19 and will need to quarantine and recover.
	1. Lectures will be recorded and made available for later viewing. Note: these will be panopto audio and powerpoint recordings so that you can review lecture content. Lectures will not be held synchronously on zoom.
	2. See ‘Covid contingency plans’ below for additional information on accommodating absences due to illness or quarantine
	3. This course does not offer a fully remote alternative. If you anticipate needing longer-term accommodations, please contact your instructor and DSR.
	4. If your instructor needs to quarantine, seminar classes may temporarily move online or be cancelled.

### Assessments

**This course is designed so that everyone who puts in the work and stays engaged in the course should easily receive a final grade of ‘A’ or ‘B’.** Assessments aregrouped into three categories (summarized below) and weighted accordingly for the final grade. See Canvas for complete and detailed descriptions of all assessments & due dates.

1. **Pre-seminar assignments (30% of final grade)**
	1. Hindsight is 20/20. The bulk of assessments are designed as pre- and post-seminar quizzes that prompt you to (1) think critically about assigned readings and other material before seminar and (2) correct any errors and clarify understanding through additional lecture and discussion in seminar.
	2. Pre-assignments include short canvas quizzes and discussion questions from assigned readings or media. These are due prior to attending seminar and are linked to corresponding post-seminar assignments. There will be 1-2 pre-seminar assignments per week (not more than one per scheduled seminar). Pre-seminar assignments are due by 11:59 the night before a corresponding seminar (e.g. assignments for Tuesday 10/5 seminar are due Monday at 10/4 by 11:59 pm)
	3. We will go over questions in class to clarify misunderstandings and allow students to correct erroneous responses in post-seminar assignments
	4. You must score at least 60% on the pre-seminar assignment to take the post-seminar assignment (2 attempts allowed; any essay questions are scored for attempt, not accuracy)
	5. All quizzes are untimed, open-note, open-book
	6. The two lowest scoring pre-seminar assignments will be dropped (including missed assignments)
2. **Post-seminar assignments (40% of final grade)**
	1. Post-seminar quizzes are due by Sunday 11:59 PM, the end of the academic week they were assigned (e.g. post-seminar assignments for Tuesday 10/5 are due by Sunday 10/10 at 11:59 PM).
	2. Post-seminar quizzes will include the same questions as the pre-quiz plus 1-2 additional questions. Essay questions are evaluated for accuracy unless otherwise specified.
	3. You will not be able to access the post-assignment until submitting and scoring at least 60% on the pre-assignment
	4. The two lowest scoring post-seminar assignments will be dropped (including missed assignments)
3. **Other assignments (20% of final grade)**
	1. These include additional critical/reflective assignments as well as asynchronous course module quizzes.
	2. All ‘other assignments’ are due by Sunday 11:59 pm after the week assigned
	3. The lowest scoring assignment from this group will be dropped (excluding the Thanksgiving Week Assignment)
4. **Group Notes participation (10% of final grade)**
	1. We will have a running ‘Group Notes’ shared google doc in order to further promote engagement with seminar lecture/discussion AND cover our collective COVID bases.
	2. There are 14 in-class seminars, requiring (3) note-takers per class (primary, secondary, tertiary), for a total of 42 note-taking slots.
		1. All note-takers should be in class on their assigned days and have a laptop or other device to take fluent notes during class.
		2. Primary note-takers can add notes directly to the shared google doc or copy/paste in notes from their device immediately after class. SHARED NOTES CAN INCLUDE CONTENT RELEVANT TO PRE/POST ASSIGNMENTS, BUT SHOULD NOT EXPLICITLY DENOTE CORRECT ANSWERS FROM PRE-POST SEMINAR QUIZZES.
		3. Within the next 24 hours, secondary and tertiary note-takers should (a) review and correct or add any additional notes from their own notes to the shared doc (b) format notes for consistency (c) add in links/images etc. if applicable
	3. To earn participation credit:
		1. Sign up for (2) note-taking slots, either (a) one primary and one secondary or tertiary; or (b) two secondary/tertiary

### COVID contingency plans

The course structure has been devised in anticipation of COVID-related disruptions:

* The flipped class structure, combined with recorded lectures and class notes, should make it feasible for students to take pre-/post assignments successfully in the event of intermittent or prolonged absence due to COVID.
* There is a generous drop policy for each assessment group to further cover absences
* If you need to miss class on one of your ‘note-taking’ days, try to switch spots with a student for another day (contact your instructor before class if you unexpectedly will need to miss class and are unable to make these arrangements)
* If you are experiencing more severe problems requiring additional accommodations, please contact your instructor immediately. I will work with you.

### Grading system

There are no curves or extra credit opportunities. Final percentage scores are converted to grade points using the scales below. These are the MINIMUM percentages for each grade point. Percentages are automatically converted to grade points and are NOT ROUNDED (e.g. 94.89 = 3.9)

Minimum percent = Grade point

95 = 4.0 88 = 3.3 81 = 2.6 74 = 1.9 67 = 1.2

94 = 3.9 87 = 3.2 80 = 2.5 73 = 1.8 66 = 1.1

93 = 3.8 86 = 3.1 79 = 2.4 72 = 1.7 65 = 1.0

92 = 3.7 85 = 3.0 78 = 2.3 71 = 1.6 64 = 0.9

91 = 3.6 84 = 2.9 77 = 2.2 70 = 1.5 63 = 0.8

90 = 3.5 83 = 2.8 76 = 2.1 69 = 1.4 60-62 = 0.7
89 = 3.4 82 = 2.7 75 = 2.0 68 = 1.3 <60 = 0.0

## COURSE CALENDAR

(Subject to change. See Canvas for updates and detailed descriptions of course assignments, due dates, and assessments)

|  |  |
| --- | --- |
| Week | Lectures/topics |
| Wk 0 | * 9/30 Course introduction
 |
| Wk 1 | * 10/5 Intro to behavioral endocrinology
* 10/7 Behavioral endocrinology cont’d
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| Wk 2 | * 10/12 Stress response
* 10/14 Measuring stress
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| Wk 3 | * 10/19 Homeostasis
* 10/21 Biorhythms & sleep (**Asynchronous NO CLASS**)
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| Wk 4 | * 10/26 & 10/28 IN LAB ALL WEEK (signup for Tues/Thurs time slots)
* **Asynchronous module: sleep variation**
 |
| Wk 5 | * 11/2 Affective disorders
* 11/4 Seasonal affective disorders
 |
| Wk 6 | * 11/9 & 11/11 IN LAB ALL WEEK (sign up for Tues/Thurs time slots)
* Asynchronous module: stress, sleep, and health
 |
| Wk 7 | * 11/16 Hormones & sex differences in behavior
* 11/18 Sex and gender differences in reproductive behaviors (**Asynchronous NO CLASS**)
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| WK 8 | * 11/23 Hormones, gender, & sports **(Asynchronous NO CLASS)**
* 11/25 **THANKSGIVING NO CLASS**
 |
| WK 9 | * 11/30 Hormones & aggression and competition
* 12/2 Aggression & competition cont’d
 |
| WK 10 | * 12/7 Testosterone & fatherhood
* 12/9 Hormones & affiliative behaviors
 |
| FINALSWEEK | FINAL PROJECT: FLASH PRESENTATIONSMONDAY DEC 13 10:30 AM - 12:20 PM |

## COURSE POLICIES

1. **Academic misconduct:** The university’s policy on plagiarism and academic misconduct is a part of the Student Conduct Code, which cites the definition of academic misconduct in the WAC 478-121. (WAC is an abbreviation for the Washington Administrative Code, the set of state regulations for the university. The entire chapter of the WAC on the student conduct code is here.) According to this section of the WAC, academic misconduct includes: “Cheating”—such as “unauthorized assistance in taking quizzes”, “Falsification” “which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research”; and “Plagiarism” which includes “[t]he use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.” [The UW Libraries have a useful guide for students](http://www.lib.washington.edu/teaching/plagiarism).
2. **Accommodation:** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Contact the [Disability Services Office](http://hr.uw.edu/dso/) (206-543-6450 or dso@uw.edu ) to request accommodations. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including information on how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/)
3. **Communication**: Clarifying questions about assignments, quizzes, and concepts that the whole class would benefit from should be brought up during class and/or posted to the Canvas Discussion Open Q&A. For any other individual communication with your teaching team, please use email (not Canvas messaging). Practice [professional communication in your correspondence:](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay) use your uw.edu email address and employ proper salutations (Dr. Martin). I will respond to emails within 48 hours. \*If you are struggling for any reason with assignments or course pacing, please do not hesitate to reach out or request a one-on-one zoom meeting\*. If you need to urgently communicate with, please add \*urgent\* to the subject line.
4. **Technological problems:** Technological problems are not a sufficient excuse for not turning in any assignments by grading deadlines. Back up your work physically and using cloud storage.
5. **Inclusivity:** Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. If any assignments and activities are not accessible to you, please contact me so we can make arrangements to make an alternative assignment available. Learning often involves the exchange of ideas. To include everyone in the learning process, we expect you will demonstrate respect, politeness, reasonableness, and willingness to listen to others at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship. Preventing violence is a shared responsibility in which everyone at the UW plays apart. If you experience harassment during your studies, please report it to the [SafeCampus website](http://washington.edu/safecampus/) (anonymous reports are possible). SafeCampus provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.