

PSY 380 – Psychology of Gender Summer 2004

Meeting times:

Straub 146,
Mon – Thurs, 2:00 – 3:50

Instructor:

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Office hours: Tues 12:00 – 1:30 Straub 329 or by appointment

Objectives:

We will review empirical findings that support or fail to support common beliefs about gender, the relationship of gender to traditional issues in psychology (e.g., moral development, personality, interpersonal relationships), and special issues pertinent to gender, (e.g., parenthood, violence, and sexual orientation). Class and small-group discussions and films will supplement reading material and provide more in-depth examination of specific topics.

Course Requirements:

Attendance:

We will meet Monday through Thursday each week from 2:00-3:50 in 146 Straub. Given the importance of student participation in this course, your attendance is expected. This is not a course to take if you anticipate missing more than one class meeting, as class discussion, quizzes, and exercises are crucial to your success in the course. Attendance will be taken most classes; attendance will impact your grade. Your participation is part of the course requirements.

Readings:

An outline of reading assignments is available on the course schedule below. This schedule may be modified depending on the pace of the course; additional readings may also be assigned. Any changes to this schedule will be announced in class. Since class discussion will often be based upon reading materials, readings are to be completed **BEFORE** the class meeting for which they are assigned. There is one required text book and additional articles that will be available online. This course has a serious amount of reading and you will not be able to competently participate in class discussions or do well on quizzes if you don't do it. *Please do not take this course if you cannot manage the amount of reading.*

Required text: Brannon, L. (2004). *Gender: Psychological perspectives* (4th ed.). Boston: Allyn and Bacon.

Online Assignments:

Blackboard will be used for this course, so all students will need to have access to this system (see section on Blackboard below). Some of the assigned readings will be available on the course Blackboard site in Adobe Acrobat format, thus you will need to have access to the free Adobe Acrobat reader to view and/or print these articles. There may also be assignments for you to complete online, where you will be given a web address (URL) that leads you to the required article or web site to explore. These assignments and readings will be updated throughout the course.

Please Note: This course is not designed to be an easy summer course to satisfy a requirement. It will be intellectually rigorous with a heavy work load. If you are looking for an easy course, then this is not the course for you. It is not recommended that you take additional courses during the first half of summer term while this course meets.

Grading:

Assignment	Allocation
Quizzes:	40%
Class Participation:	25%
Presentation:	10%
Final Paper:	25%
Total:	100%

Quizzes (40%):

There will be a quiz every Thursday, including the first week and ending on the last day of class. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, online assignments, and class discussions. The format will be Scantron and include multiple choice and true/false type questions. The questions will primarily pertain to the readings assigned for the week in which the quiz is given, but there may also be questions based on material previously covered. Other questions will pertain to classroom discussion, lecture, and/or presentations. Each quiz will be worth 10% of your final grade, with all quizzes together accounting for 40% of the final grade.

Final Exam:

Given the weekly format of quizzes, *there will be no final exam for this course*, other than the regularly scheduled quiz on the last day.

Class Participation (25%):

This course will rely heavily on class discussion. By the end of the term you should be familiar with topics in the psychology of gender, able to think critically about gender issues, and able to cogently discuss gender issues in psychology with relevant empirical support (or lack of support) for your arguments.

Class activities will be an opportunity for you to voice your own opinions and to hear those of your classmates. The expectation is that open *and respectful* discussion and debate will help you to clarify your own positions on many of the issues that we discuss and to determine the validity of many commonly-held assumptions about gender differences.

Good discussions are, of course, dependent upon your alert attendance in class and willingness to engage in the discussion. Consequently, class participation will account for 25% of your grade. Class participation will be graded by attendance (taken randomly during class and sporadically throughout the term), participation in small group activities, and contributions to discussions. *Content of participation (i.e., the particular opinions you hold) will not be graded, but it is expected that participation will be respectful and tolerant of diverse viewpoints.*

Presentation (10%):

Each student will participate in a short class presentation, with their group, which will account for 10% of the final grade. As with the class participation, you will not be graded for your opinion, only on whether your presentation demonstrates your completion of the assignment and a good-faith intellectual engagement of the topic. Presentations will be given each Tuesday except the first and topics will be determined in the first class.

Final Paper (25%):

There is a final paper that will be due on Thursday, July 15th by 4pm, which will account for the remaining 25% of your grade for the course. The paper should be typed in 12-point font, double-spaced, no fewer than 5 pages and no more than 10. This paper will require you to use the research literature to draw conclusions about a topic related to gender. A list of possible topics will be made available to you during the first week, although you are also free to choose your own topic (after checking to see if it will satisfy the requirements of this assignment).

You are encouraged to begin work on this paper as soon as possible, as the term is short and you will have less than four weeks to choose a topic, search PsycINFO, retrieve and read articles, and write the paper. The paper should be in APA style with a reference page and at least five references. Those of you who are not psychology majors or who have not taken PSY 302/303 are particularly encouraged to get an early start as elements of this assignment may be particularly challenging for you. I have made available on the course Blackboard site, some web tutorials to help you learn the basics of searching psychology databases and writing in APA style, but if these are new topics for you, you may want to make an appointment with me to get assistance. You are not expected to fully understand or comment on the validity of the statistical analyses in articles you read, but findings should be appropriately interpreted and reported [e.g., whether a study shows that one thing *causes* another (experimental) or that two things are *related* (correlational)].

The style of this paper should be one of dispassionate, rational discourse, supported by research literature. It is expected that this paper should be of the quality one would use for submitting to a journal or for a formal essay. Errors in grammar, spelling, and punctuation will adversely impact your grade, so please spend ample time on the details, make sure that your writing style is clear, and that your essay has a smooth, logical flow to it.

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the teaching assistant or the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at:

<http://darkwing.uoregon.edu/~conduct/>). Because some students are not entirely sure what counts as academic dishonesty, we encourage you to read the discussion of plagiarism and other forms of dishonesty at <http://darkwing.uoregon.edu/~conduct/sai.htm>

Extra Credit:

In addition to the mandatory graded elements of the course, you can earn up to two points on your final point percentage by participating in research that is being conducted by psychology graduate students and faculty this summer. Participation in each hour of experimental credit (max of two) will result in one point of extra credit, which will be applied to your final grade. Thus if your final grade for the course is an 89% and you complete two hours of experiments, your final grade will be a 91%.

Additional Information:

Blackboard:

The web site for this course was constructed using "Blackboard" software. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, and links to relevant web sites. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center \(ITC\)](http://libweb.uoregon.edu/kite/faq/blackboard.html#help) and/or see <http://libweb.uoregon.edu/kite/faq/blackboard.html#help>. If you are not familiar with Blackboard and are having troubles after consulting these web sites, please see me as soon as possible.

Students with Disabilities:

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Disability Services: disabsrv@darkwing.uoregon.edu, 346-1155; <http://ds.uoregon.edu/>]

A Special Note about the Nature of Discussions in this Class:

In this class we will be discussing issues which may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. We will be focusing especially on critical thinking and the use of empirical data to evaluate theories about gender. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. The other class members and the instructor cannot fulfill that function in a class this size.

A sample of counseling and social service resources follows. **Disclaimer: We do not assume any responsibility for the quality of services offered by the following organizations.**

Local Crisis Lines

University of Oregon Crisis Line	346-4488
Sexual Assault Support Services Crisis Line	343-7277
Whitebird Clinic Crisis Line	687-4000
Womenspace Crisis Line	485-6513

Local Counseling

University of Oregon Counseling Center	346-3227
Center for Community Counseling	344-0620
Options Counseling Services	687-6983
Sexual Assault Support Services (SASS)	484-9791
Center for Family Therapy	346-3296

Some Additional Campus Resources

UO Women's Center	346-4095
Office of Affirmative Action	346-3123
Student Advocacy	346-3722
Multicultural Center	346-4207
LGBT Educational and Support Services	346-1134

Schedule:

Week 1: Introduction & Research		
	<i>In Class</i>	<i>Reading (completed for next class)</i>
Monday 6/21		Chapter 1 & 2
Tuesday 6/22		Chapter 7
Wednesday 6/23		
Thursday 6/24	Quiz #1 – chapters 1, 2, 7	Chapter 3, 5, 6
Week 2: Biology & Development, Cognitive Domains, & Achievement		
	<i>In Class</i>	<i>Reading (completed for next class)</i>
Monday 6/28		Chapter 4
Tuesday 6/29	Group Presentations 1- 3	Chapter 11 & 12
Wednesday 6/30		
Thursday 7/1	Quiz #2 – chapters 3 - 6, 11 - 12	Chapter 8 & 9
Week 3: Affective Domains		
	<i>In Class</i>	<i>Reading (completed for next class)</i>
Monday 7/5	NO CLASS	NO CLASS
Tuesday 7/6	Group Presentations 4 - 6	Chapter 10
Wednesday 7/7		
Thursday 7/8	Quiz #3 – chapters 8 - 10	Chapter 13 & 14
Week 4: Physical & Mental Health, Conclusions		
	<i>In Class</i>	<i>Reading (completed for next class)</i>
Monday 7/12		Chapter 15
Tuesday 7/13	Group Presentations 7 - 9	Chapter 16
Wednesday 7/14		
Thursday 7/15	Quiz #4 – chapters 13 – 16 Final paper due by 4pm	