

**PSYCHOLOGY OF GENDER**  
**SPRING TERM, 2005**  
**MW 12-1:20**  
**146 Straub**

(Check <http://blackboard.uoregon.edu/> for updates)

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**Overview**

What does it mean to be a man or a woman? What are the differences, and why do we always think difference instead of how we are alike? In this course we will examine gendered thinking and gendered communication. 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, guest speakers, and films will supplement reading material and provide more in-depth examination of specific topics.

This class is based on the philosophy that learning is an **active** process in which we all participate. This implies a couple of things about how the course will be run. First of all, an active process suggests the importance of understanding and experiencing ideas as they relate to our own lives, rather than just remembering a list of facts. This course should provide us with plenty of material upon which to reflect as we consider the pervasive influence of gender on personal identity and societal structures.

Second, an active process continually evolves with no clear beginning or end. Hence, this course should become a dialogue among all of us as we reflect upon the material presented and its relevance in our experiences. Such a conversation includes responsibilities to which we must all agree. Clearly, one initial responsibility involves being in class regularly. But merely being in class is not enough to create a climate in which we can all learn. Being **prepared** for class is an additional commitment that is necessary from each of us. This includes doing the readings assigned for the day and spending some time reflecting on them. A final and vitally important responsibility involves a willingness to be open and consider the thoughts and ideas of others in the classroom. If there are 100 of us in the room, we can expect 100 different perspectives. No one experience or viewpoint is more important or more valuable than the others. You may not agree with the views expressed by others in the course, but we must all agree to respect each individual's right to have and share their own experiences. Hearing and listening to the perspectives of others should do nothing more than create greater understanding of the diversity of experience in contemporary American society.

### Contact Hours and Class Attendance

We will meet each Monday and Wednesday in 146 Straub and your attendance is expected. This is not a course to take if you think you will miss more than one class meeting, as class discussion, exams, and exercises are crucial to your success in the course. Also, you will be working in a small group in class and asked to complete various activities in your small group. Your participation is part of the course requirements. Lectures may be over the reading material, or they may not. You will be responsible for material covered in lecture. I also recommend that you check the course website at Blackboard at least twice a week, as I may post important course information.

### Required Readings

Readings are assigned on a weekly basis. Readings are to be completed BEFORE the Monday class meeting for which they are assigned. There is one required text book, available at the bookstore, along with on line readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well on the quizzes or essays if you do not do the reading.

### Required Text:

Wood, J.T. (2005). *Gendered Lives: Communication, Gender, and Culture*. Wadsworth, 6<sup>th</sup> Edition.

Weekly on-line readings posted on the Blackboard website.

### Grading:

Your grade will be computed by combining your scores in the following overall categories for a total of 300:

Points	Course Work
100	4 Quizzes, 25 points each
80	Discussion Essays (8 essays; each worth 10 points)
100	Final Paper/Project
20	Participation (in-class small group and email)
300	<b>Total</b>
(EC)	Also up to 20 points extra credit potential (see below)

Final letter grades will be approximately determined from point totals as follows:

points	letter grade
270-300	A
240-269	B
210-239	C
180-209	D
Below 180	F

Based on the actual distribution of final grades, *this criterion might be relaxed, but not stiffened.*

**Quizzes: 100 points**

Four Quizzes will be given. Each exam will be worth 25 points. The exams will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be short answer exams that will primarily pertain to the readings assigned for the weeks in which the exam is given. Other questions will pertain to the previous weeks' readings, classroom discussion, lecture, and/or demonstrations. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class email discussion. If you have been to class, done the readings, and written the essays, you should be in good shape for the quizzes.

**Discussion Essays 80 points**

Written essays must be typed (or computer printed) and one essay must be turned in on the 2<sup>nd</sup> through the 9<sup>th</sup> Mondays at the beginning of class. Please do not email essays! If you absolutely cannot type or computer-print your essay, you must write it very neatly on nice paper (e.g.: no pages written from a spiral notebook!). Each essay should show you have put thought into the reading material, and be designed to stimulate thoughtful class discussion about the reading and/or related issues. Think of the discussion essay as an opportunity to think about the readings, to reflect on the meaning of the material to you and your life and how it might affect society in general. I will provide some specific topics to write about for each week. Each essay will be worth up to 10 points. *A point will be subtracted for each day late.*

**Final Paper/Project: 100 points**

The final project will be an individual or small-team activity that you do outside of class meeting time. The final project will be in the form of a prototype for a written brochure, poster, letter or other educational outreach material. Your assignment is to apply research and theory from the psychology of gender to the task of educating one or more people who have influence. For instance, you might write a letter that could be sent to the school board of your town arguing for or against co-educational math classes. Or you might create a compelling poster to hang in middle schools intended to discourage hate crimes based on sexual orientation discrimination, and also draft a letter to the principal explaining why this poster would be effective to hang in the school. Or you might design a brochure for state legislators about parental leave and child care policy.

Your educational outreach project will be graded largely on the degree to which you apply research and theory from psychology of gender. You must have at least 5 (five) references from the psychology of gender literature. These references may include articles from the text book references and course readings if they are appropriate. You are likely to want to gather additional information at the library. Your outreach project must demonstrate your comprehension of these references and your ability to apply the scholarly and research information to your educational outreach project. More details about the educational outreach project will be given on the course web site (under the Assignments button).

Of your 100 points, 10 points will be reserved for your initial project plan. This plan must indicate your educational outreach objectives (what are you trying to teach), your audience (who are you trying to educate), your product (letter, poster, brochure), and citations for at least 3 articles or books from the psychology of gender literature (not popular press, but actual scholarly or research literature). 90 points will be reserved for the actual product and references.

*Educational Outreach Project Teams:* Each student will have the choice of working alone on the final project, or, instead, with one, two, or three other classmates (a maximum of 4 people may work together in a team). We encourage the teamwork approach because working collaboratively is educational in its own right. The projects will be graded on the same criteria whether produced by one, two, three, or four people (thus it would really seem a good idea to work in teams!).

*The final project is due on May 25<sup>th</sup>, 2005.*

### **Participation 20 points**

Participation is crucial in this course. Participation includes in class discussion and on-line discussion on Blackboard. You are not *required* to post anything on the on-line discussion, although you may earn participation credit by posting valuable contributions. You are required to read the Discussion boards at least twice a week. In-class participation will largely be in the form of small groups. You will work with a group throughout the quarter and assigned activities will be turned in to track attendance.

### **On-Line discussion**

We will have an electronic discussion as part of this course on the Blackboard discussion forum. You are expected to read the on-line discussions. Posting your own messages is optional, but will count for participation credit if your messages are thoughtful and original. However, in order to avoid having the on-line discussion become unmanageable, each student will also have a maximum number of posted messages (enforced if necessary) of 2 per week. Also any given message should be no longer than 50 lines of text. The on-line discussion will be an open-ended discussion based on student interests and class discussions, and on the following:

- An ongoing discussion topic will be from two on-line resources on gender and women's issues:
  - <http://www.truthout.org/women.shtml> is a website about women's issues. You can subscribe to receive ongoing updates.
  - <http://uk.oneworld.net/guides/gender> is about the status of women and gender issues around the world. You may also subscribe to this service, and even get involved as a volunteer!

### **Extra Credit Up to 20 points**

Extra Credit can be earned in a variety of ways up to 20 extra points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the on-line discussion, you may earn extra points. Or you can get extra credit for a particularly terrific project. This might include a special presentation, if you are interested. In general, if you do something creative, special, contributive, and above-and-beyond the course requirements, you may earn extra credit.

- One of the best ways to earn extra credit is to bring in a videotape of a TV program, movie excerpt, etc., that illustrates points made in class and gender ideas in our culture, or in other cultures.
- We will begin each class with about 10 minutes of "Class Business", in which we will discuss some of the many ways gender issues surface in our world. Bring in examples of magazine articles, commercials, examples of interactions, etc., that illustrate the working of gender in our lives.
- We will also have a couple of movie nights where we will watch a longer film on issues of gender and have a discussion.

## Weekly Schedule: Topics, Readings, Assignments, Deadlines

- Week 1 readings are to be completed before the March 30<sup>th</sup> class. Week 2-9 readings are to be completed *before* the Monday class that week.
- *GL* refers to the text, Gendered Lives
- *Some of the readings are tentative, so don't print them all off at the beginning of the term!*

<b>Week 1: Introduction:</b>		
day	Readings	Topics and activities
3/28		Introduction to Gender: Assumptions about gender
3/30	<i>GL, chapters 1 &amp; 2</i> On Blackboard: <ul style="list-style-type: none"> <li>• Patriarchy, the System</li> <li>• Beyond Difference</li> </ul>	Theories of Gender Development
<b>Week 2:</b>		
day	Readings	Topics and activities
4/4	<i>GL, 3 &amp; 4:</i> <i>Women's and Men's Movements</i> On Blackboard: <ul style="list-style-type: none"> <li>• The Impact of Child Care on Gender Role Development</li> <li>• Item Content and Stereotype Situation</li> <li>• Gender-Role Variables and Attitudes Toward Homosexuality</li> </ul>	<b>ESSAY #1 DUE!</b>
4/6		
<b>Week 3:</b>		
day	Readings	Topics and activities
4/11	<i>GL, 11: The Media</i> On Blackboard: <ul style="list-style-type: none"> <li>• The Correlates and Consequences of Newspaper reports on sex differences</li> <li>• Mere Exposure: Gender Differences in the Negative Effects of Priming a State of Self-Objectification.</li> </ul>	<b>ESSAY #2 DUE!</b>

	<ul style="list-style-type: none"> <li>The Effects of Commercials on Children's Perceptions of Gender Appropriate Toy Use</li> </ul>	
4/13		<b>Quiz #1</b>
<b>Week 4:</b>		
day	Readings	Topics and activities
4/18	<i>GL, 12: Power and Violence</i> On Blackboard: <ul style="list-style-type: none"> <li>Big Trouble, Little Pond: Reflections on the meaning of the campus pond rapes</li> <li>Rapist Ethics</li> <li>Video Game Violence and Confederate Gender</li> <li></li> </ul>	<b>ESSAY #3 DUE!</b>
4/20	<i>Speaker from Womenspace</i>	
<b>Week 5:</b>		
day	Readings	Topics and activities
4/25	<i>GL, 5 &amp; 6:</i> <i>Gendered Verbal and Nonverbal Communication</i> On Blackboard: <ul style="list-style-type: none"> <li>Why Sexist Language Matters</li> <li>A Person Paper on Purity in Language</li> <li>Understanding Subtle Sexism</li> <li>"Troubles Talk": Effects of Gender and Gender Typing</li> </ul>	<b>ESSAY #4 DUE!</b>
4/27		<b>QUIZ #2</b>
<b>Week 6:</b>		
day	Readings	Topics and activities
5/2	<i>GL, 7: Gender and the Family, Mental Health Issues</i> On Blackboard: <ul style="list-style-type: none"> <li>Try Diagnosing Men's Mind Games Instead of Pathologizing Women</li> <li>PMS as a Culture-Bound Syndrome</li> <li>The Intersexed and the Transgendered</li> <li>Exposure to Muscular Male Models Decreases Men's Body Satisfaction</li> </ul>	<b>ESSAY #5 DUE!</b>
5/4		<b>PROJECT PLAN DUE!</b>

<b>Week 7:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/9	<i>GL, 8: Close relationships</i> On Blackboard: <ul style="list-style-type: none"> <li>Gender-Role Self-Stereotyping and the Relationship Between Equity and Satisfaction in Close Relationships</li> <li>Comparison of men and women arrested for domestic violence</li> <li>From Mama's Boy to He Man</li> </ul>	<b><i>ESSAY #6 DUE!</i></b>
5/11		<b>QUIZ #3</b>
<b>Week 8:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/16	<i>GL, 9: Education</i> On Blackboard: <ul style="list-style-type: none"> <li>Cross-Cultural Reactions to Academic Sexual Harassment</li> <li>Gender Dynamics in the Classroom</li> <li>A Morally Defensible Mission for Schools in the 21st Century</li> </ul>	<b><i>ESSAY #7 DUE!</i></b>
5/18		
<b>Week 9:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/23	<i>GL, 10: Organizations</i> On Blackboard: <ul style="list-style-type: none"> <li>He says, She says: Gender and Worklife</li> <li>Why the Academic Pipeline Leaks</li> </ul>	<b><i>ESSAY #8 DUE!</i></b>
5/25		<b><i>FINAL PROJECT DUE!</i></b>
<b>Week 10:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/30	<b><i>Memorial Day—NO CLASS!</i></b>	
6/2	<i>GL, 13: Epilogue</i> On Blackboard: <ul style="list-style-type: none"> <li>Healing from Manhood</li> </ul>	<b>QUIZ #4</b>

## ***Additional Notes***

### **Using Blackboard**

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, on-line discussions, links to relevant web sites, and more. 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](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

### **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 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/>).

**Plagiarism Policy:** Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. I take this very seriously; it merits a zero on the particular assignment in which it appears, and usually results in a grade penalty for the course. Always note the source of anyone else's ideas that you use, in this, and every, class. The Polk Library website includes clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism. <http://www.uwosh.edu/departments/llr/citing.html>

### **Students with Directory Restricted Access**

This course includes required on-line participation (electronic mail and World Wide Web). If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

### **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. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)]