

---

---

## **Course Syllabus: The Psychology of Gender**

**Crystal Dehle, Ph.D.**

**326 Straub Hall**

**346-4993**

**[cdehle@uoregon.edu](mailto:cdehle@uoregon.edu)**

**Office Hour: M 1:30-2:30 or by appt.**

**Psychology 380**

**Spring Term, 2006**

**University of Oregon**

**MW 12-1:20**

**Straub 146**

---

---

### **Course Description**

Welcome to the Psychology of Gender. This course is designed to provide students with a critical analysis of evidence for sex differences and similarities, gender roles, and the effect of gender on traditional issues in psychology. We will examine psychological theory and research on issues of sex and gender, and examine the implications of sex and gender for health and relationships.

### **Course Requirements and Classroom Behavior**

The course includes traditional lectures, video materials and discussion, and assigned readings. Typically each week, a general topic will be covered with a reading assignment, a lecture that selects a more specific aspect of the general topic to discuss in more detail, and a video that also provides more elaboration on a specific aspect of the week's general topic. Not all weeks follow this structure, so be sure to review the course schedule provided in the syllabus throughout the term. Thus, although lectures will overlap to some degree with the reading material, there will be lecture material that is not covered in the reading and reading material that is not covered in the lectures.

Exams will assess mastery of the content from all sources of material (lectures, videos, readings). Students are expected to attend class, complete the assigned reading, and study in preparation for exams. Outlines that provide a summary of topics to be addressed during lectures material will be available on blackboard. These are not lecture notes, but are designed to assist you in note-taking. If you miss class, you will need to get notes from another student in class, as I do not make my lecture notes available to students.

When attending class, it is expected that students will pay attention, take notes, and not engage in behaviors that distract the instructor or other students, as this disrupts the learning for all students in the class. Disruptive behaviors include (but are not limited to): talking to other students during presentations or videos, completing other assignments, reading the newspaper, answering your cell phone, failing to turn off your cell phone, text messaging, playing on the internet, using email, packing up your materials before the end of class, arriving late, and leaving early. Students behaving in a disruptive manner may be asked to leave the class.

The psychology of gender is a topic about which students often have varying (and strong) opinions. We will focus our time and energy on examining available empirical evidence on these topics. Student input is welcome and encouraged, but we should be mindful of discussing ideas in a respectful, thoughtful, and reasoned manner that goes beyond personal opinion and experience, and takes the available evidence into account.

**Required Text**

Helgeson, V.S. (2005). Psychology of Gender 2<sup>nd</sup> Ed., Prentice Hall.

A copy will be made available on reserve in the library.

**Learning Accommodations**

Instructors will accommodate students with documented disabilities and will comply with individualized instructions provided by Disabilities Services. However, students must take the initiative in discussing arrangements with the instructor in the first week of class and providing documentation as soon as it is available. Students without a documented disability who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155). Without documentation, special accommodations are not guaranteed and are to be made at the discretion of the instructor. [Disability Services:disabsrv@darkwing.uoregon.edu, 346-1155; <http://ds.uoregon.edu/> ]

**Academic Honesty**

Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Judicial Affairs in the Office of Students Life.

**Exams**

There will be three exams in the course covering both class and reading material. Thus, regular attendance in class and completion of the assigned reading will be important components of performing well in the course. Students should take notes from the class meetings and their readings, and study these notes in preparation for exams. Exams will be multiple choice and approximately 40 items.

Exam dates are listed on the schedule below. Make-up exams will be allowed only in the case of verified medical emergencies (i.e., a signed, dated note from a doctor explaining the illness or injury). All make-up exams must be completed within one week of the original exam date, and any student missing an exam due to a medical emergency must provide verification of the emergency to me within 2 working days of the exam in order to schedule a make-up exam date. Make-up exam items will be essay rather than multiple choice. The final exam cannot be taken at times other than the allotted final exam time (except in cases of verifiable medical emergency).

**Course Grade:** Based on percentage of points earned out of 120 possible

A+ 100%	C+ 78%
A 92-99%	C 72-77%
A- 89-91%	C- 69-71%
B+ 88%	D+ 68%
B 82-87%	D 62-67%
B- 79-81%	D- 59-61%
	F < 59%

## Tentative Course Schedule

<u>Date</u>	<u>Class Presentation</u>	<u>Reading Assignment</u>
<b>Week 1: Introduction to the Psychology of Gender</b>		
4/3	Introductory Lecture	Ch. 1
4/5	Video & Discussion	
	“Light in the Shadows”	
<b>Week 2: Conceptualization and Measurement of Gender Roles and Gender Role Attitudes</b>		
4/10	Lecture	Ch. 2
4/12	Video & Discussion	
	“Some Real Heat”	
<b>Week 3: Sex-Related Comparisons: Observations</b>		
4/17	Lecture	Ch. 3
4/19	Video & Discussion	
	“Gender and the Interpretation of Emotion” “Girls in the Middle”	
<b>Week 4: Sex-Related Comparisons: Theory</b>		
4/24	<b>Exam 1 (Lectures, Videos, Chs. 1, 2, 3)</b>	Ch. 4
4/26	Video & Discussion	
	“Identity Crisis”	
<b>Week 5: Aggression</b>		
5/1	Lecture	Ch. 5
5/3	Video & Discussion	
	“Wrestling with Manhood”	
<b>Week 6: Communication</b>		
5/8	Lecture	Ch. 7
5/10	Video & Discussion	
	“Gender & Communication”	
<b>Week 7: Achievement</b>		
5/15	Lecture	Ch. 6
5/17	<b>Exam 2 (Lectures, Videos, Chs. 4, 5, 7, 6)</b>	
<b>Week 8: Romantic Relationships</b>		
5/22	Lecture	Ch. 9
5/24	Video & Discussion	
	“Daddy & Papa”	
<b>Week 9: Work Roles and Health/Sex Differences in Health</b>		
5/29	No Class: Memorial Day	Ch. 12
5/31	Lecture	Ch. 10
<b>Week 10: Mental Health</b>		
6/5	Lecture	Ch. 13
6/7	Video & Discussion	
	“Slim Hopes & Beyond Killing Us Softly”	
6/12 (M)	<b>Exam 3 (Lectures, Videos, Chs. 9, 12, 10, 13) 10:15-12:15</b>	