

PSYCHOLOGY OF GENDER
SUMMER 2006
MTWR 2:00-3:50
JUNE 26-JULY 21
142 STRAUB HALL
CRN# 43522, 4 CREDITS

Instructors:

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& By Appointment

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& By Appointment (1st half of course)

Course Webpage available at: <https://blackboard.uoregon.edu>

Overview:

Welcome to the psychology of gender! This course is designed to open an honest and respectful dialogue about what gender means to all of us, both individually and collectively. Through readings, lectures, discussions, film clips, and (yes, even) papers and quizzes, we will explore together multiple meanings and constructions of gender.

What does it mean to be a woman or a man? Why do people so often focus on differences between the sexes rather than considering the common experience of being human? Are we defined by biology alone or are we shaped by our socialization? Is sex the same thing as gender? Does culture or media influence the way we develop as women and men, and if so, does it influence all people similarly? To provide a starting point in answering some of these questions, we will discuss cultural and societal definitions of gender, expectations and prescriptions for women and men, with some emphasis on topics that are especially pertinent in relation to gender (e.g., parenthood/family roles, violence, and sexual orientation). In addition, you will learn about empirical research that supports or fails to support common beliefs about differences between the sexes, as well as the relationship of gender to traditional issues in psychology (e.g., moral development, personality, interpersonal relationships), and more.

Class Philosophy:

The advancement of knowledge depends on all of us. This includes instructors (faculty, adjuncts, and GTFs), and most importantly, students. Learning requires an **active** involvement with the course content; merely reading the material and showing up for class is not enough. It is important to *think* about what you are reading, watching, and discussing, and *relate* it to experiences in your own life, rather than just remembering facts.

The material covered in this class often elicits a strong reaction in those who engage with it; we encourage reaction and strongly support all forms of *respectful* interaction with the material, with each other, and with the ideas presented in class. As we make our way through the course, there will be many opportunities to engage with the material, and we should all reflect on what gender means to us, and the ways that gender interacts with our personal lives and society.

Expectations:

The active process of learning, understanding, and personal growth involves a constantly evolving dialogue between all of us that has no clear beginning or end. Because of this, it is important to establish some ground rules to which we can all agree. First of all, class attendance is paramount -- not coming to class is similar to walking out in the middle of a conversation. Still, it is not enough to merely be there; to make this class a satisfying experience for each person individually and to create a climate that encourages learning for everyone, we all must come **prepared** to class. This means having done the readings for the day *prior* to coming to class, as well as having spent some time reflecting on them. Because this is a summer class, the pace is quite accelerated and time intensive. If you are not prepared to spend several hours outside of class each day (as well as in class) reading, writing, and reflecting on the material, then this class might not be for you.

Second, it is *vitaly important* that we all share the responsibility of being open to the variety of thoughts, ideas, and feelings held by all of us about the material. If there are 50 of us in the room, we can expect 50 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.

This course is designed to comply with the psychology department's guidelines for teaching and learning. Please review these guidelines at <http://psychweb.uoregon.edu/guidelines/index.htm>.

Class Hours and Attendance:

This is a short, intensive, four-week course. Classes are held Monday to Thursday (6/26-7-21) from 2:00-3:50 in Straub 142. If you think you might have trouble attending all classes, you might reconsider taking the course. Small group discussions, in-class writing, and other components will be a part of class, as well as several random non-graded (pass/fail) exercises which make up part of your grade. Your participation, as such, is a required part of class. Lecture will **sometimes** overlap with the readings, but not all of the material from the text will be covered in lecture. In addition, lecture will often cover material from outside of the readings. Film-clips and guest speakers may also be a part of class. You are responsible for **all material**, i.e. weekly quizzes will cover **all material** from readings, lecture, group discussions, etc, regardless of if it was covered in lecture. We also recommend that you check your email and the blackboard website often, as we may post important class information.

Required Readings:

REQUIRED readings are assigned on a daily basis and **must be completed before the class period to which they are assigned**. There is one required text, and additional readings will be posted on the course website. Again, this class is reading intensive; expect to spend **several** hours a day outside of class on reading assignments. You will not do well on quizzes and writing exercises if you do not keep up with the reading. Furthermore, class discussions will often focus on material from the readings and you may find yourself lost or unable to participate if you have not kept up with the reading.

Required Text:

Wood, J.T. (2006). Gendered lives: Communication, gender, and culture. Wadsworth, 7th Edition.
Posted Readings available on Blackboard.

Grading:

Your grade will be based on the following criteria

Activity	Points
Participation	50
4 Weekly Quizzes (50 points each)	200
3 Reaction Papers (50 points each)	150
Total	400

Letter Grading:

Your letter grade will be approximately based: on the table below:

A	360-400
B	320-359
C	280-319
D	240-279
F	Below 279

Quizzes: 200 points

Four quizzes will be given. Each quiz will be worth 50 points. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be multiple choice, true/false, and short answer exams that will primarily cover the readings assigned for the weeks in which the exam is given. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class discussion. If you have been to class, done the readings, and thought about the material, you should be in good shape for the quizzes. No make up exams will be offered, unless students have had an *urgent, medical emergency (must be documented)*.

Reaction Papers: 150 points

A reaction paper will be due at the beginning of class each Monday except the first Monday of class. Each paper is worth 50 points. Each day a paper is late will reduce its points by 10%. These papers are meant to be critical analyses of one of the topics from the reading, discussions, or lecture. In addition, they are meant to provide a forum for students to take a stand on an issue, to *engage* with the material and *react* to it, making a *persuasive argument* in support of or against some idea or topic. The ideal paper will be **3-5 pages in length (1" margins, 12 point font)**, will integrate knowledge of the material presented up to that point, and will demonstrate *clear, original* thought. Although this paper is not a formal research paper, correct grammar, punctuation, spelling, etc. is expected, and serious flaws in grammar or style will cost points. It is recommended that you have someone else read your paper and provide comments that you can incorporate into a revision before turning in a final draft. In addition, if you use someone else's words or ideas, they must be cited (see section on academic honesty below). Have fun, be interesting, think clearly, and write carefully; if you do all of these things, you should do well on your papers!

Participation/Attendance: 50 points

Participation is crucial in this course. Participation includes in-class discussion and completion of in-class activities. In-class participation will be in the form of small groups, short writing assignments, or other in-class activities. Assigned activities will be turned in to track attendance.

General Advice:

Procrastination is not your friend. This is especially true in the context of a summer course, when an entire quarter of material is crammed into 4 weeks. Therefore, it is the official advice of your instructors that you keep up with your reading and not wait until the last minute to write papers or start studying for exams. Cramming is not only a poor strategy for doing well on exams; it also doesn't advance learning very well. A better idea is to keep up with reading, *think* about the material you are taking in and try to link it to experiences and feelings in your own life, and write papers early, leaving time for peer review, revision, etc. In this way, you can integrate the facts you learn into your life, creating a lifetime of knowledge.

Tentative Schedule: Topics, Readings, Assignments, Deadlines (GL refers to the text, Gendered Lives, BB refers to readings posted on BlackBoard)

Date	Readings	Activities
6/26	Introduction	Introduction Video – Juggling Gender
6/27	GL -- Introduction & Chapter 1 (The Study of Gender) BB <i>Bekker (2003) Investigating Gender in Health Research</i>	Introduction to the study of gender Sex/Gender and Health
6/28	GL Chapter 2 (Theoretical Approaches) BB <i>Stewart & McDermott (2004): Gender in Psychology</i> BB <i>Hyde (2005): The Gender Similarities Hypothesis</i>	Psychological theories of gender Video – Sex: Unknown
6/29	GL Chapter 7 (The early years) BB <i>MacCallum & Golombok (2004) Children raised in fatherless families from infancy</i> BB <i>Tenenbaum & Leaper (2002) Are Parents' Gender Schemas Related to Their Children's Gender-Related Cognitions?</i>	Quiz #1 Gendered parenting, gendered families, and early gender development
7/3	GL Chapter 9 (Education) BB <i>Bacharach, Baumeister & Furr (2003): Racial and gender science achievement gaps in secondary education</i> BB <i>Morrison, Bourke & Kelley (2005): Stop making it such a big issue: Perceptions and experiences of gender inequality by undergraduates at a British University</i>	1st Reaction Paper Due Gender in Education Video – Game Over
7/4	4th of July – No Class!!	(this is a great chance to catch up on readings!)
7/5	GL Chapter 11 (Media) BB <i>Helgeson (2005) Mental Health</i> BB <i>Chapman et al. (2004) Adverse childhood experiences and the risk of depressive disorders in adulthood</i>	Gender, Media, and Mental Health Video – Beyond Killing Us Softly
7/6	GL Chapter 12 (Power & Violence) BB <i>Felson & Cares (2005) Gender and the Seriousness of Assaults on Intimate Partners and Other Victims</i> BB <i>Archer (2006) Cross-Cultural Differences in Physical Aggression Between Partners: A Social-Role Analysis</i>	Quiz #2 1 st half course evaluations Gendered Violence
SECTION II -- The Changing of the Guard :-)		
7/10	GL Chapter 3 (Women's Movements) BB <i>Glick & Fiske (2001): Hostile & Benevolent Sexism</i> BB <i>Saunders & Kashubeck (2006): Feminist Identity Development (Introduction & Method pp. 199-203, Discussion pp. 207-210)</i>	2nd Reaction Paper Due 2 nd half (re)introductions Gendered Violence Revisited Video - Wrestling with Manhood Feminism -- What is this anyway? Women's Movements The Ubiquity of Sexism
7/11	GL Chapter 4 (Men's Movements) BB <i>Watts, Jr. & Borders (2005): Role Conflict in Adolescent Males</i> BB <i>Wester, Pionke, & Vogel (2005): Male Gender Role Conflict (Introduction pp. 195-196 & 200-201; General Discussion and Conclusion pp. 204-206)</i>	Men's Movements Reactions to Feminism Unique Problems for Men? Male Gender Role Conflict
7/12	GL Chapter 8 (Close Relationships) BB <i>Woodhill & Samuels (2003): Positive & Negative</i>	Close Relationships Gender & Romantic Attachment

	<i>Androgyny & Their Relationship With Psychological Health and Well-Being (Introduction & Method pp. 555-560, Discussion 561-564)</i> BB Kirkpatrick & Davis (1994): Attachment Style & Gender (pp. Introduction 502-504, Discussion & Limitations, pp. 508-511)	Introduction to Measuring Gender
7/13	GL Chapter 5 (Verbal Communication) BB Leaper & Smith (2004): Gender Variations in Children's Language Use (Introduction & Summary pp. 993-998, Summary, Discussion & Conclusions pp. 1018-1023) BB Messner, Duncan, & Jensen (1993): Separating the Men from the Girls: The Gendered Language of Televised Sports	Quiz #3 Verbal Communication Measuring Gender <i>Continued</i> The Language We (sometimes) Use (and hardly ever notice)
7/17	GL Chapter 6 (Nonverbal Communication) BB Epstein (1986): Symbolic Segregation (pp. 27-45)	3rd Reaction Paper Due <i>Video -- Gender & Communication</i> Gendered Language Continued Non-Verbal Communication
7/18	BB Hoffnung (2004): Wanting it All BB Prentice & Carranza (2002): The Contents of Prescriptive Stereotypes (Introduction pp.269-271; Discussion pp. 275-276 & 279-280) BB Rudman & Glick (2001): Backlash Toward Agentic Women (Introduction pp. 743-749; Discussion pp. 757-759)	<i>Video - Some Real Heat</i> Deconstructing Stereotypes Women in the Workplace
7/19	GL Chapter 10 (Organizational Communication) BB Piderit & Ashford (2003): Speaking Up About Gender Equity (Introduction, Method, & Themes pp. 1477-1485, Discussion & Conclusion pp. 1494-1499) BB Maypole & Skaine (1983): Sexual Harassment in the Workplace(pp. 385-389)	Organizational Communication Gender Equity in the Workplace Sexual Harassment
7/20	GL Epilogue BB Montemurro (2003): Not a Laughing Matter: Sexual Harassment as "Material" on Workplace-Based Situation Comedies	Quiz #4 <i>Video - On Equal Terms</i> <i>Video - Friends</i> Course Wrap-Up 2 nd half course evaluations

Although this schedule is meant to serve as a guide to readings, videos, and other activities, it is subject to revision at the instructors' discretion. If important schedule changes are made, the changes will be announced in class and either through email notification or more likely, through postings on blackboard. It is important, therefore, to check blackboard and email daily :-). In addition, it never hurts to read ahead somewhat; some days there is more reading due than others. Also remember that quiz questions can come from any of the information covered, whether or not that information was explicitly covered in lecture.

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), 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 \(ITC\)](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) 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. We 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 *on the first day of class*. If you have a non-documented disability, contact Molly Sirois as soon as possible. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-1155, TTY 346-1083, disabsrv@darkwing.uoregon.edu] Remember that problems can arise when issues are not discussed at the outset with instructors; it is better to make arrangements early than to deal with potential problems later.