

PSYCHOLOGY OF GENDER
FALL TERM, 2007
MW 12-1:20
240A MCK

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

Instructor: Pam Birrell

Office: 205 Straub Hall

e-mail: pbirrell@uoregon.edu

Teaching Assistant: Robyn Gobin

Office: 383 Straub

e-mail: rgrimes@uoregon.edu

Course Assistants (for office hours, see Blackboard):

Noah Van Horn: nvanhorn@uoregon.edu

Jessica Olsen: jessica.olsen@yahoo.com

Alex Poling: alex.poling@gmail.com

Anna Spece: aspece@uoregon.edu

Ashley Teeters: ateeters@uoregon.edu

Tyler Chipman: tchipman@uoregon.edu

Adam Reed: areed3@uoregon.edu

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 240A McKenzie 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 will be over the reading material, lectures, guest speakers, and videos. You will be responsible for *all* 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, 7th 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 250:

Points	Course Work
100	4 Quizzes, 25 points each
80	Discussion Essays (8 essays; each worth 10 points)
50	Final Paper/Project
20	Participation (in-class small group and email)
250	Total
(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
225-250	A
200-224	B
175-199	C
150-174	D
Below 150	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. There will be 15 multiple choice questions and two short answer questions that will primarily pertain to 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 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 2nd through the 9th 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: 50 points

Your 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 50 points, 5 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). 45 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 3 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 November 26, 2007.

Participation 20 points

Participation is crucial in this course. Participation includes in class discussion, extra assignments (TBA), 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. Extra Assignments will be announced in class and posted on Blackboard. *It is important to note that coming to class and participating there is NOT enough to earn all the points here. Participation on-line and in the extra assignments is also necessary.*

Class Activities

Class activities are discussions in small groups about a particular topic, and will include a short survey that you will turn in to receive 2 points. If you miss class the day an activity happens, you will not be able to receive those particular points.

Participation Assignments

There will be a few “participation assignments” which will involve some outside (usually internet based) work and a short write up. You will receive 2 points for each of these (see Blackboard for #1).

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. 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.
- Other extra credit activities may be available as the term goes on, such as attendance at lectures or conferences.

Weekly Schedule: Topics, Readings, Assignments, Deadlines

- Week 1 readings are to be completed before the September 26th class. Week 2-9 readings are to be completed *before* the Monday class that week.
- *GL* refers to the text, *Gendered Lives*
- *Readings in Blackboard are NOT included in the syllabus. Check Blackboard for those readings!*

Week 1: Introduction:		
day	Readings	Topics and activities
9/24		Introduction to Gender: Assumptions about gender
9/26	<i>GL, chapters 1 & 2</i>	Theories of Gender Development

Week 2:		
day	Readings	Topics and activities
10/1	<i>GL, 3 & 4: Women's and Men's Movements Stereotypes</i>	ESSAY #1 DUE!
10/3		
Week 3:		
day	Readings	Topics and activities
10/8	<i>GL, 11: The Media</i>	ESSAY #2 DUE!
10/10		Quiz #1
Week 4:		
day	Readings	Topics and activities
10/15	<i>GL, 12: Power and Violence</i>	ESSAY #3 DUE!
10/17	<i>Speaker from Womenspace</i>	
Week 5:		
day	Readings	Topics and activities
10/22	<i>Gender, Culture and "Pathology"</i> <i>Gender Identity Disorder</i> On-line readings only.	ESSAY #4 DUE!
10/24		QUIZ #2
Week 6:		
day	Readings	Topics and activities
10/29	<i>GL, 5 & 6: Gendered Verbal and Nonverbal Communication</i>	ESSAY #5 DUE!
10/31	S.W.A.T.	PROJECT PLAN DUE!
Week 7:		
day	Readings	Topics and activities
11/5	<i>GL, 7: Becoming Gendered: The Early Years</i>	ESSAY #6 DUE!

11/7		QUIZ #3
Week 8:		
day	Readings	Topics and activities
11/12	<i>GL, 8: Close relationships</i>	ESSAY #7 DUE!
11/14		
Week 9:		
day	Readings	Topics and activities
11/19	<i>GL, 9 & 10: Education and Organizations</i>	ESSAY #8 DUE!
11/21		
Week 10:		
day	Readings	Topics and activities
11/26		FINAL PROJECT DUE!
11/28	<i>GL, 13: Epilogue</i>	QUIZ #4

Additional Notes

Psychology Peer Advising

The Peer Advisors for the psychology department are located in room 141 Straub. They are an excellent resource for any questions you may have about the psychology major or minor. Drop by almost any time between 9 and 4, and see how useful they can be! See <http://gladstone.uoregon.edu/%7Epsypeers/> for more information.

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]

Diversity and Respect for Others

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, including class discussions, projects and activities, and assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to gender in society, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the **Bias Response Team** at 346-2037 or <http://bias.uoregon.edu>.