
Course Syllabus: Psychology of Gender

Bridget Klest, MA
353 Straub Hall
346-4966
bklest@uoregon.edu

Office Hours: Mondays 10-12

Psychology 380
Fall Term, 2008
University of Oregon
MW 8:30-9:50
142 STB

Course Description

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.

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. Through readings, lectures, discussions, films, assignments, and exams, we will explore together multiple meanings and constructions of gender.

Course Expectations and Classroom Behavior

The course includes traditional lectures, video materials and discussion, and assigned readings.

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 and participate in class, complete and critically evaluate the assigned reading, and study in preparation for exams. Completion (on time) of all assignments and exams is expected.

During class, it is expected that students will pay attention, take notes, and participate by listening and discussing course material.

Students behaving in a disruptive manner may be asked to leave the class. Disruptive behaviors include (but are not limited to): talking or otherwise distracting other students while they are trying to listen, failing to turn off your cell phone, packing up your materials before the end of class, arriving late, and leaving early.

The psychology of gender is a topic about which students often have varying (and strong) opinions. Your input is welcome and encouraged, as is active listening. We must be mindful of discussing and listening to ideas in a respectful, thoughtful, and reasoned manner. Keeping in mind that this is an academic course, you will be encouraged to go beyond personal opinion and experience, and take available evidence into account. Hearing and listening to research as well as the perspectives of others can help us to gain a more complete understanding of a topic. **Thus you are encouraged to carefully consider the information that comes from lectures, films, and class discussions in constructing more informed opinions of the topics we cover.**

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>.

Required Text

Lips, H.M. (2008). Sex & Gender: An Introduction, 6th Ed., McGraw-Hill.
A copy of this text will be available on reserve in the library.

Learning Accommodations

If you have a documented disability and may need accommodations, please contact me in the first week of class. Please let me know of any possible need for accommodation even if you are not sure that your disability will require accommodation this term (for example, if you have a physical disability that may require emergency attention, but you cannot predict when this might happen). Students without a documented disability who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155; <http://ds.uoregon.edu/>). Without documentation, accommodations are not guaranteed and are to be made at the discretion of the instructor.

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, to knowingly present false information, 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 Student Life.

Grading Criteria

Your course grade will be based on in-class participation, three exams, and a written critical analysis notebook. Each exam will be worth 20% of your grade, participation will be worth 10% of your grade, and each notebook entry will be worth 5% of your grade (notebooks will be turned in twice, and awarded up to 15 points each time, for a total of 30% of your grade).

Participation: During each class I will record whether each person's participation was satisfactory. Each day of satisfactory participation will earn you 0.5% of your grade. There are 20 days of class, for a total of 10% of your final grade. Satisfactory participation includes showing up and participating in class in some way—this may be by contributing to a small group discussion, asking a question, engaging in respectful listening, or otherwise thinking about and engaging with the material. Disruptive behaviors (e.g., taking a phone call or checking your e-mail during class) will count against earning participation points. If you are unable to attend class you may earn participation points by posting substantial thoughtful postings to the online discussion board about the day's topics.

Exams: There will be three exams during the term, and exams will take place at the beginning of class. Exams will consist of 40 multiple choice questions. Each question will be worth half a point, for a total of 20 points possible for each exam, corresponding to 20% of your grade. The three exams together will be worth a total of 60% of your final grade.

Critical Analysis Notebook: Your written assignments for the term will be compiled into a critical analysis notebook, and turned in twice during the term. You will be required to critically evaluate news reports, film, television, and your own experiences in terms of how they relate to topics in the course. You will be required to choose 6 different examples and write 2-3 pages relating each of these examples to at least two topics covered in the course. At least 3 notebook entries must be completed by the first due date, and the remaining 3 must be completed by the final due date.

Each notebook entry will be worth up to 5 points. For each entry, you must provide either the original source (e.g., the news article) or a description of the source (a movie summary, or a description of your personal experience). Following that should be a 2-3 page (typed, double-spaced, 1-inch

margins, Times 12pt or Arial 11pt) explanation of how the example relates to topics covered in psychology of gender. To receive full points you must fully explain how your example relates to at least two topics in the course, you must provide accurate information (from the textbook or other sources) about these topics, and you must describe how knowledge of psychology of gender affects your interpretation of the example.

Notebook entry examples:

1) A news article from the Washington Post, describing a study on gender attitudes and salary. I print the article from the website and include it in the notebook. Then I describe how this article relates to the topics covered in chapters 2 and 13 in our textbook, providing specific facts/information from the chapters and specific examples from the article. I then describe how a person who knows this information from chapters 2 and 13 might interpret the article differently than a person who does not know this information.

2) A conversation I have with a friend, about Halloween costumes. I briefly describe the content of the conversation (one or two paragraphs), or I write out a transcript of the conversation, or if it is an electronic conversation I print it out and include it in the notebook. Then I describe how this conversation relates to the topics covered in chapters 1 and 7 in our textbook, providing specific facts/information from the chapters and specific examples from the conversation. I then describe how a person who knows this information from chapters 1 and 7 might interpret the conversation differently than a person who does not know this information, or how knowing the information changed my contribution to the conversation.

Scoring of each example will be based on inclusion of the original source (or description), clear explanation of how the example relates to TWO topics covered in the course, providing accurate facts/information from course readings (and other course presentations as appropriate), and clear description of how a knowledge of psychology of gender affects interpretation of the example.

You must complete a total of 6 entries. You are required to cover at least 8 different topics in psychology of gender with your notebook entries. At least one entry must be from each of the following categories:

News report (election coverage, newspaper opinion piece, popular press description of gender research, etc.)

Entertainment media (television program, film, song lyrics, etc.)

Personal experience (a recent conversation, a childhood experience, etc.)

Course Grade:

Final grades will be based on percentage of total possible points earned, and distributed as follows:

A+	<i>Reserved for exceptional performance, usually above 98%, maximum of 3 A+ grades</i>		
A	93-100	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9		
B-	80-82.9	N*	less than 70
C+	77-79.9	P*	70 or higher
C	73-76.9		
C-	70-72.9		

**If taking Pass/Fail*

Tentative Schedule: Topics, Readings, Assignments, Deadlines

Date	Readings	Activities
9/29		Introduction to the course <i>Video – Juggling Gender</i>
10/1	Lips Ch. 1	Masculinity, Femininity, Stereotypes
10/6	Lips Ch. 2	Theoretical Perspectives
10/8	Lips Ch. 3	Principles of scientific research, Gender and the study of differences
10/13	Lips Ch. 4	Gender differences in social behavior <i>Video: Gender & Communication</i>
10/15	Lips Ch. 5	Exam #1 <i>Video-- The Gender Puzzle</i>
10/20	Lips Ch. 6	Cognitive abilities
10/22	Lips Ch. 12	Economic & political life
10/27	Lips Ch. 13	Workplace issues
10/29	Readings TBA: Posted on Blackboard	Notebook Due (1st three entries) <i>Video – Identity Crisis</i>
11/3	Lips Ch. 10	Constructing Gender in Children, Parenting
11/5	Readings TBA: Posted on Blackboard	<i>Media Presentation: NPR series on GID in children</i>
11/10	Lips Ch. 8-9 (through pg. 373)	Exam #2 Gender & Physical Health
11/12	Readings TBA: Posted on Blackboard	<i>Video: Tough Guise</i>
11/17	Lips Ch. 9 (374-400)	Gender & Mental Health Gender & Trauma
11/19	Lips Ch. 11	Gender in relationships, family violence
11/24	Lips Ch. 7	Sexuality Media representations of gender
11/26	Readings TBA: Posted on Blackboard	Gender and Violence <i>Video - Wrestling with Manhood</i>
12/1	Lips Ch. 14	Notebook Due (all six entries) Violence, Gender, Social Change
12/3		Exam #3 Course Wrap-Up

Any changes to this schedule will be announced in class.