
Course Syllabus: The Psychology of Gender

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Office Hour: M 11-11:45 or by appt.

Psychology 380

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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 the topic of gender from a psychological perspective. We will examine research and scholarship across a variety of gender related topics including distinctions between sex and gender, gender identity and gender development, gender related attitudes and behaviors, and gender similarities and differences.

Course Requirements

Class meetings: Class meetings primarily will be used for video materials and lectures. Lectures may review some material from the assigned reading, as well as elaborate on topics covered in the reading. Thus, although material presented during lecture 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. Therefore, it is important that students attend class, take careful notes during lectures, and study the assigned readings. An abbreviated version of the lecture slides for each topic will be available prior to the lecture on the Blackboard course site. These slides are provided to you as an aid in note-taking, and are not a complete set of lecture notes that will adequately prepare you for exams. You should bring the abbreviated slides with you to class and fill them in with additional notes and examples from the lecture. I do not make my complete lecture notes available to students. If you miss a lecture, you need to get complete lecture notes from another student who attended class on the day(s) you were absent.

Video materials provide further elaboration of course topics and an opportunity to examine various perspectives on relevant course topics. We will discuss videos in class, when time allows. In addition, students will have an opportunity to **earn up to 6 extra credit points** over the course of the term by completing brief writing exercises in class following viewing of video materials. Video materials were carefully chosen for their relevance, quality, and educational value. Given the nature of some of the course content (sexuality, exploitation, violence), some material in the videos may be perceived as explicit, graphic, or disturbing. Students are not required to watch videos they find objectionable, nor will the videos be used to generate exam questions that are specific only to video content.

Reading materials: Completing and studying the assigned readings is a central component of this course. Content from the reading will constitute a major portion of the exams. More specifics regarding exams are presented below. The required text for the course is:

Brannon, L. (2008). *Gender: Psychological Perspectives* (5th Ed.). Pearson Education, Inc.

Exams: Mastery of the course content presented in the readings and lectures will be assessed with 3 multiple choice exams. Regular attendance in class, completion of the assigned reading, as well as repeated review of class notes and study materials you have generated from the reading will be important components of performing well on exams. Students can expect that exams will be more heavily weighted toward reading material than lecture material. This reflects two factors. First, we will cover more material in the course readings than can be covered in lectures. Second, we will split class meetings between both lecture and video presentations, and videos will not be used to generate test items. Exams will be multiple choice and approximately 40 items. Students should not expect that one reading of the assigned material will adequately prepare them for exams. You should create your own study materials from the reading in whatever format is most useful to you (e.g., chapter outlines, notes, flashcards of concepts, etc.), and allow sufficient time to carefully review and study those materials (along with your lecture notes) before the exams. The first two exams will be evenly distributed over the term and the third exam will be a non-comprehensive exam scheduled by the university during finals week. Early exams are **not** available for any reason. Make-up exams are provided only under extreme circumstances (e.g., verified medical or family emergencies). Make-up exams will be short answer essay format and not multiple choice. In order to be eligible to make-up a missed exam you must contact me within 24 hours of the missed exam (via email, phone message, or in person).

Assignments: Students will complete two assignments designed to provide an opportunity to apply course concepts and think critically about issues related to gender. One assignment examines gender role socialization of children through the examination of toys and toy stores. The second assignment examines media portrayals of a gender through an examination of content contained in mainstream men's and women's magazines. Instructions for each assignment are posted on Blackboard. Be sure to follow all directions carefully and turn the assignment in on or before the posted due date. If you are not present in class to submit your assignments, you can turn them in to the main office in the psychology department, labeled with my name as the instructor, and ask that they be put in my department mailbox. I also have a file holder posted on the wall next to my office door you can use to turn in assignments if you are not able to turn them in during class. **EMAILED ASSIGNMENTS WILL NOT BE ACCEPTED.** You must submit a printed hard copy of each assignment. **All late assignments will be penalized 10% for each day late.** Assignment #1 will be graded out of 25 points. Assignment #2 will be graded out of 50 points. Assignments will be graded for accurate, complete content as well as writing quality, so be sure to carefully proofread, edit, and revise your writing.

Classroom Behavior: Students are expected to arrive for class on time, stay for the entire allotted time, and to behave in a manner that does not disrupt the learning of others. 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 and professional scholarship 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 and scholarship into account.

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.

Course Grade: Based on percentage of points earned out of the total possible (195 total points)

A+ Top 1% of class	C 72-78%
A 92-100%	C- 70-71%
A- 90-91%	D+ 69%
B+ 89%	D 62-68%
B 82-88%	D- 60-61%
B- 80-81%	F < 60%
C+ 79%	

Tentative Course Schedule

<u>Date</u>	<u>Content/Topic</u>	<u>Reading & Assignments</u>
Week 1		
4/2	The Study of Gender	Ch. 1
Week 2		
4/7	Hormones & Chromosomes	Ch. 4
4/9	Theories of Gender Development	Ch. 5
Week 3		
4/14	Theories of Gender Development	Ch. 5
4/16	Developing Gender Identity	Ch. 6
Week 4		
4/21	Developing Gender Identity	Ch. 6
4/23	Exam 1 (Lectures & Chapters 1, 4, 5, 6)	
Week 5		
4/28	Gender Stereotypes: Masculinity & Femininity	Ch. 3
4/30	Gender Stereotypes: Masculinity & Femininity	Ch. 3 Assignment 1 Due
Week 6		
5/5	Intelligence & Cognitive Abilities	Ch. 7
5/7	Emotion	Ch. 8
Week 7		
5/12	Sexuality	Ch. 10
5/14	Exam 2 (Lectures & Chapters 3, 7, 8, 10)	
Week 8		
5/19	Careers & Work	Ch. 12
5/21	Health & Fitness	Ch. 13
Week 9		
5/26	No Class: Memorial Day	
5/28	Health & Fitness	Ch. 13
Week 10		
6/2	Stress, Coping and Psychopathology	Ch. 14
6/4	Stress, Coping and Psychopathology	Ch. 16 Assignment 2 Due
6/13 (F)	Exam 3 (Lectures & Chapters 12, 13, 14, 16) 10:15-12:15	