

**PSYCHOLOGY OF GENDER**  
**SUMMER 2008**  
**MTWR 8:00-9:50**  
**JULY 21-AUGUST 15**  
**105 ESSLINGER HALL**  
**CRN# 41705, 4 CREDITS**

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*& By Appointment*

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

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**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. Through readings, lectures, discussions, film clips, 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.

### **Course 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>

### **Course Requirements**

**Class Hours and Attendance:** This is a short, intensive, four-week course. Classes are held Monday to Thursday (7/21-8/15) from 8:00-9:50 in 105 Esslinger. 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 exams 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.

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. 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:** 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. Content from the reading will constitute a major portion of the exams. More specifics regarding exams are presented below. 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.

The required text for the course is:

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

**Grading:**

Your grade will be based on the following criteria approximately based:

**Letter Grading:**

Your letter grade will be on the table below:

Activity	Points
Participation	25
3 Weekly Exams (50 points each) 1 Cumulative Exam (100 points)	250
2 Assignments	75
<b>Total</b>	<b>350</b>

<b>A</b>	<b>315-350</b>
<b>B</b>	<b>280-314</b>
<b>C</b>	<b>245-279</b>
<b>D</b>	<b>210-244</b>
<b>F</b>	<b>Below 210</b>

**Participation: 25 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 participation.

**Exams: 250 points**

Four exams will be given. The first three exams will be worth 50 points. The fourth exam will be worth 100 points. No make up exams will be offered, unless students have had an urgent, medical or family emergency (must be documented).

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, class meetings will include both lecture and video presentations. Although videos will not be used to generate test items, questions may be on the exam referring to class discussion regarding the videos shown. Weekly exams will be multiple choice and approximately 40 items and the cumulative exam will have approximately 100 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 three exams will occur at the end of each of the first three weeks on Thursday and the fourth exam will be a comprehensive exam scheduled by the university during finals period (**Friday, August 15 10:15-12:15**). Each of the first three exams will occur during class on Thursday; lecture will still occur on exam days. The fourth, comprehensive exam will be a take-home exam. You will have 24 hours to complete your exam. The exam will be posted to Blackboard on Thursday August 14 at 12:15pm. Students should print the exam, complete it, turn in a hard copy to the main office in the psychology department by 12:15pm on Friday August 15, and ask that they be placed in our department mailbox. Prior to turning in your exam, be sure to note Robyn or Laura as the instructor. No late exams will be accepted. This exam will include material covered after the third exam as well as any material covered in this class. 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 us within 24 hours of the missed exam (via email, phone message, or in person).

### **Assignments: 75 points**

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 requires you to apply research and theory from the psychology of gender to the task of educating one or more people who have influence. More details regarding the second assignment below. 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 either Robyn or Laura's name as the instructor, and ask that they be put in our department mailbox. **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.

The second assignment will be an individual or small-team (2-3 students) activity that you do outside of class meeting time. It 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).

**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.

## Tentative Course Schedule

<u>Date</u>	<u>Content/Topic</u>	<u>Book Chapters</u>
<b>Day 1: The Study of Gender</b>		
7/21	CLASS CANCELED!!!!	
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<b>Days 2&amp;3: Hormones &amp; Chromosomes/ Theories of Gender Development</b>		
7/22	Introduction to Study of Gender	Ch. 1
	Hormones & Chromosomes	Ch. 4
7/23	Theories of Gender Development	Ch. 5
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<b>Day 4: Developing Gender Identity</b>		
7/24	Developing Gender Identity	Ch. 6
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<b>Days 5&amp;6: Gender Stereotypes: Masculinity &amp; Femininity</b>		
7/28	Gender Biases	Ch. 3
	<b>Exam 1 (Lectures &amp; Chapters 1,4,5, 6)</b>	
7/29	Gender Biases cont.	
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<b>Days 7&amp;8: Intelligence &amp; Cognitive Abilities/Emotion</b>		
7/30	Sex Comparisons in Cognitive Abilities	Ch. 7
7/31	Sex Comparisons in Emotion	Ch. 8
	<b>Exam 2 (Lectures &amp; Chapters 3, 7)</b>	<b>Assignment 1 due</b>
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<b>Day 9: Careers &amp; Work</b>		
8/4	Influenceability & Communication	Ch. 12
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<b>Days 10, 11, &amp;12: Sexuality/Health &amp; Fitness</b>		
8/5	Sexuality and Sexual Orientation	Ch. 10
8/6	Gender & Health	Ch. 13
8/7	Gender & Health cont.	
	<b>Exam 3 (Lectures &amp; Chapters 8, 12, 10)</b>	
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<b>Days 13, 14, &amp; 15 : Relationships/Stress, Coping and Psychopathology</b>		
8/11	Relationships	Ch. 9
8/12	Sex Differences in Psychopathology	Ch. 14
8/13	Sex Differences in Psychopathology cont.	Ch. 16
8/14	(NO CLASS)	<b>Assignment 2 due</b>
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<b>8/15 (F)</b>	<b>Exam 4 (Lectures &amp; Chapters 13, 14, 16, 9 plus previous materials)</b>	
	<b>Due to Straub 137 with Instructors' Names by 12:15</b>	

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. **Additional readings may be posted on Blackboard. Instructors will give adequate notice when new materials will be posted.** 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 exam questions can come from any of the information covered, whether or not that information was explicitly covered in lecture.