

**PSYCHOLOGY OF GENDER – PSY 380**  
**FALL TERM, 2009**  
**MW 10-11:20, 221 MCK**

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*“The aim of life is to live, and to live means to be aware, joyously, drunkenly, serenely, divinely aware.”*  
~ Henry Miller, *Tropic of Capricorn* (1939) ~

***Overview***

What are the differences between men and women? Why do we always think of differences, not of similarities? In this course we will examine gendered thinking and communication. We will review empirical findings regarding 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). 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. This is not a course to take if you think you will miss more than one class meeting. On time completion of all assignments is expected.**

This class is based on the philosophy that learning is an **active** process. This implies a couple of things about the nature of this course. 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. 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. If there are 100 of us in the room, we can expect 100 different perspectives. No single 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.

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.**

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

### ***Contact Hours and Class Attendance***

We will meet each Monday and Wednesday in 221 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. 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, 7<sup>th</sup> 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:

Points	Course Work
75	3 Exams, 25 points each
60	Critical Analysis Notebook (6 essays; each worth 10 points)
65	Final Paper/Project
50	Participation (in-class, small group, and email)
250	<b>Total</b>

### ***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		<i>*If taking Pass/Fail</i>
C-	70-72.9		

***Exams: 75 points***

Three exams 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. These may be multiple choice and/or 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. Class attendance *and* participation, completion of the readings, and your notebook writing will prepare you well for the exams. Exams are not expected to take the full 80-minute class period, and thus you should prepare for class as you normally would (i.e., make sure you've done the readings.)

***Critical Analysis Notebook: 60 points***

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 to 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 10 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.)

**Final Paper/Project:** *65 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 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 65 points, 10 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). 55 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 MONDAY, November 30, 2007. There are NO EXCEPTIONS to this deadline.***

**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-line resources such as:

- <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 15 points**

Extra Credit can be earned in a variety of ways, up to 15 extra points total. If you make especially valuable contributions to class discussion, or 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 to the class, 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 a few 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**

- 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!*

<b>Week 1: Introduction</b>		
day	Readings	Topics and activities
9/30		Introduction; Power and perspective
<b>Week 2:</b>		
day	Readings	Topics and activities
10/05	<i>GL 1 &amp; 2: Theories of Gender Development</i>	
10/07		
<b>Week 3:</b>		
day	Readings	Topics and activities
10/12	<i>GL 3: Women's and Men's Movements</i>	
10/14	<i>GL 4: Stereotypes</i>	
<b>Week 4:</b>		
day	Readings	Topics and activities
10/19	<i>GL 11: The Media</i>	<b>EXAM 1</b>
10/21		
<b>Week 5:</b>		
day	Readings	Topics and activities
10/26	<i>GL 12: Power and Violence</i>	<b>1<sup>ST</sup> HALF OF NOTEBOOK DUE</b>
10/28	<i>Speaker from Womenspace</i>	
<b>Week 6:</b>		
day	Readings	Topics and activities
11/02	<i>GL 5 &amp; 6: Verbal and Nonverbal Communication</i>	
11/04	<i>Presentation on Emotion Perception</i>	
<b>Week 7:</b>		
day	Readings	Topics and activities
11/09	<i>Gender and "Pathology"- readings online</i>	<b>PROJECT PLAN DUE!</b>
11/11		<b>EXAM 2</b>

<b>Week 8:</b>		
day	Readings	Topics and activities
11/16	<i>GL 8: Close relationships</i>	
11/18	<b>S.W.A.T.</b>	
<b>Week 9:</b>		
day	Readings	Topics and activities
11/23	<i>GL 7: Becoming Gendered: The Early Years</i>	
11/25	<i>GL 9 &amp; 10: Education and Organizations</i>	
<b>Week 10:</b>		
day	Readings	Topics and activities
11/30	<i>GL 13: Epilogue</i>	<b>FINAL PROJECT DUE!</b>
12/02		<b>EXAM 3 2<sup>ND</sup> HALF OF NOTEBOOK DUE</b>

### *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/usingbbb/>. 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 from the UO web site: <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 may need accommodations, please contact me in the first week of class, 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). Please request that the Counselor for Students with Disabilities send a letter verifying your disability. Contact Disabilities Services for more information (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.

### **Diversity and Respect for Others**

It is the policy of the University 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>.