

**PSYCHOLOGY OF GENDER – PSY 380**  
**FALL TERM, 2011**  
**MW 2:00 – 3:20 p.m., DEA 208**  
**Office Hours: By appointment**

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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? In this course, 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., 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 emphasizes 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. No single experience or viewpoint is more important or more valuable than the others. You may not agree with the views expressed by others, but we must all agree to respect each individual's right to share their experiences. You are encouraged to go beyond personal opinion and experience, and take available evidence into account. **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 Monday and Wednesday in 208 Deady Hall, 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 and exercises are crucial to your success in the course. Your participation is part of the course requirements. Quizzes will be over the reading material, lectures, 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 your assignments if you do not do the reading.

### ***Required Text***

Hegelson, V. S. (2009). *Psychology of gender*. Pearson.

NOTE: There are additional 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
100	10 Quizzes, 10 points each
75	Participation (in-class small groups and discussion board)
75	Experience Papers (25 pts each)
100	Final Project
50	Final Exam
400	<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		

### ***Policy on Late Work / Missing Quizzes***

No late work will be accepted FOR ANY REASON. All work must be printed single-sided, double-spaced, using Times New Roman 12-point font (according to APA style). All papers should be turned in during the first five minutes of class. Do NOT e-mail me your papers. If you do not bring your paper to class, it is considered missing. You cannot turn in your project plan or final project late FOR ANY REASON. You also cannot make up quizzes FOR ANY REASON.

**Quizzes: 100 points (10 points each)**

Approximately 15 daily quizzes will be given, each worth 10 points. Your highest 10 quiz scores will be used for your final quiz score grade. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. These may be matching, fill-in-the-blank, short answer and/or essay questions that will usually pertain to the material covered in the previous day's class. Sometimes a question will refer to material covered earlier in the course, or issues discussed on the discussion board. Class attendance *and* participation, and completion of the readings will prepare you well for the quizzes. You cannot make up the quizzes FOR ANY REASON, as you are allowed to drop your two lowest scores.

**Final Exam: 50 points**

The final exam will be given on Tuesday, Dec. 6 at 3:15 p.m. You may use your book, any hand-written notes, and print-outs of the slides posted on Blackboard. You may NOT bring any other materials.

**Participation: 75 points**

Participation is crucial in this course. Participation includes in-class discussions and on-line discussion on Blackboard. You must make at least TWO substantive contributions (either an initial post, or a reply to someone else's post) to the Discussion board each week. 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. If you miss class *for any reason*, you can NOT make up those particular points. Of the 75 participation points, 20 points are reserved for the final project presentations, which will be given during last week of classes. Attendance on both of these days is REQUIRED to earn the participation points.

**Applied Experience Papers: 75 points**

There will be 3 Applied Experience Papers (AEPs) which will involve some outside work and a short write up. These papers are intended to help you expand your knowledge of the psychology of gender both academically and experientially. You will receive up to 25 points for each paper. See Blackboard under Assignments tab for details on these assignments. These papers are due on the date shown on the syllabus. Please NOTE I will NOT accept late work for any reason, nor will I accept an electronic version.

**Final Project: 100 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 an educational outreach PowerPoint presentation. 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 example, you might create a compelling presentation for middle school students, designed to discourage hate crimes based on sexual orientation. You will be graded on the degree to which you apply research and theory from psychology of gender, and professionalism. You must have at least 5 references from the psychology of gender *scholarly* literature. You may use your textbook as one of these references. You MAY NOT use any of the readings posted on Blackboard. Your outreach project must demonstrate your comprehension of these references and your ability to apply the scholarly and research information to your topic.

*Of your 100 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), and citations for at least 3 articles or books from the psychology of gender literature (not popular press, but actual scholarly or research literature). The remaining 90 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 – three other classmates (a maximum of 5 people may work together in a team). I 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 person or by a team (thus it would really seem a good idea to work in teams!).

***The final projects will be presented to the class during the last week of the term.***

## *Additional Notes*

### **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 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 and promote a culture of respect throughout the University community. 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>.

**Weekly Schedule: Topics, Readings, Assignments, Deadlines**

<b>Day</b>	<b>Readings</b>	<b>Assignments</b>
<b>Introduction, Sex-Related Comparisons, Theory</b>		
09/26	<i>Ch. 1: Introduction</i>	
09/28	<i>Ch. 2: Methods &amp; History</i> Hyde. (2007). New Directions in the Study of Gender Similarities and Differences.	
10/03	<i>Ch. 3: Attitudes</i> Swim, Mallett & Stangor (2004). Understanding Subtle Sexism	
10/05	<i>Ch. 4: Observations</i> Barres. (2006). Does Gender Matter?	<b><i>AEP #1 due</i></b>
10/10	<i>Ch. 5: Theory</i> Milton (2006). Biased Interaction Theory of Psychosexual Development	
10/12	<i>Ma Vie en Rose</i>	
<b>Organizational and Interpersonal Relationships</b>		
10/17	<i>Ch. 6: Achievement</i> Keller. (2002). Blatant Stereotype Threat and Women's Math Performance Basow, S. (2000) Gender Dynamics in the Classroom.	<b><i>Project Plan Due</i></b>
10/19	<i>Ch. 12: Work Roles &amp; Health</i> Lundberg (2005). Stress hormones in health and illness: The roles of work and gender.	
10/24	<i>Ch. 7: Communication</i> Helweg-Larsen, et al. (2004). To Nod or Not to Nod: An Observational Study	
10/31	<i>Tough Guise</i> Steinfeldt, et al. (2011). Muscularity and Masculine Norms ... College Football Players.	<b><i>AEP #2 due</i></b>
11/02	<i>Ch. 8: Friendship &amp; Conflict Resolution</i> Fighting Fair	
11/07	<i>Ch. 9: Romantic Relationships &amp; Sexual Orientation</i> Meezan & Rauch (2005). Gay Marriage, Same-Sex Parenting, and America's Children	
<b>Gender &amp; Health</b>		
11/09	<i>Ch. 10: Sex Differences in Health</i> Vigil & Coloumbe. (2011). Biological sex and social setting affects pain intensity	
11/14	<i>Ch. 11: Relationships &amp; Health</i> Strazdins & Broom (2004). Acts of Love and Work	<b><i>AEP #3 due</i></b>
11/16	<i>Sara Kruzan case; Bronfenbrenner</i> Platt, Barton & Freyd. (2009). Betrayal Trauma and Domestic Violence	
11/21	<i>Ch. 13: Mental Health</i> Chrisler, J.C. (2000) PMS as a Culture-Bound Syndrome.	
11/23	<i>Mental Health cont'</i> Garcia et al. (2011). Masculine behavioral norms and PTSD symptoms in veterans.	
11/28	<i>Final Project Presentations</i>	
11/30	<i>Final Project Presentations</i>	
<b>Final Exam: Tuesday, December 6 @ 3:15 p.m.</b>		