

PSY 380: Psychology of Gender

CRN 41619
Summer 2012
MTWR, 12:00 pm – 1:50 pm
142 Straub Hall

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Office Hours: Wednesday 2pm-4pm

Overview & Objectives

We will review empirical evidence for and against 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). Class and small-group discussions as well as films will supplement reading material and provide more in-depth examination of specific topics.

By the end of the course, you should be able to think critically and communicate effectively about topics related to gender.

Format

Students are expected to attend and participate in class, complete and critically evaluate the assigned reading and study in preparation for quizzes.

Readings: Assigned readings should be completed before each class meeting. Readings will come both from your book and additional sources. Readings not found in your textbook will be posted on Blackboard. You are expected to come to class prepared to discuss the assigned readings.

Required Text: This textbook is available at the Duck Store. One copy is also on reserve at the Knight Library. Brannon, L. (2011). *Gender: Psychological Perspectives*. 6th Edition. Pearson. ISBN: 0205001653.

Additional Readings: Additional readings that are either directly related to the course material or related to the study of gender more broadly will be posted on Blackboard under “Optional Readings.” These readings are not required, but some of them will be discussed in lecture.

Class meetings: Class meetings will typically consist of lecture and discussion. Discussions may take place as an entire class or in small groups. Discussion will be supported by both in-class and homework assignments. Not all material covered in the reading will be covered in the class meetings, and not all material covered in class meetings will be addressed in the readings. You are responsible for material from both the readings and lecture.

Course Expectations & Classroom Behavior

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. In this class we will be discussing issues that may have intense personal significance for some members of the class. There are no taboos for discussion topics in this course. However, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. **We will be focusing especially on critical thinking and the use of empirical data to evaluate theories about gender.** If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. The Counseling Center (counseling.uoregon.edu) is one resource that is free to all UO students.

We must all work together to create a classroom environment that is safe, respectful and supportive. To this end, we will develop a classroom code of conduct together. Students who do not uphold the code of conduct may be asked to leave the class.

Grading

Points	Assignment
100	Quizzes
25	Quiz 1
25	Quiz 2
25	Quiz 3
25	Quiz 4
30	Written Assignments
20	Participation
50	Final Project
200	Total Possible

Points	Grade	Points	Grade
186 or above	A	140-145.9	C-
180-185.9	A-	134-139.9	D+
174-179.9	B+	126-133.9	D
166-173.9	B	120-125.9	D-
160-165.9	B-	Below 119.9	F
154-159.9	C+	140 or above	P
146-153.9	C	139.9 or below	NP

Quizzes: *100 points*

You will have four quizzes worth a total of 100 points. Each quiz will consist of multiple choice questions. Each quiz will be semi-cumulative in the sense that questions will build upon theories and broad topics covered in previous quizzes. They will not, however, be cumulative in the sense that specific questions or small details covered on one quiz will be repeated on a later quiz. All quizzes will be taken during the first half of regularly scheduled class periods and will be followed by lecture.

Make-up quizzes will only be offered in extreme circumstances at my discretion. If you know that you will need to take a make-up, you must notify me as soon as possible. You may be required to present documentation for your absence on the day of the scheduled quiz.

Written Assignments: *30 points*

Written assignments are meant to help you to think broadly about the material covered in the reading and lecture. Assignments will usually consist of short essays or developing discussion questions. Assignments will either be turned in via Blackboard or will be completed in class, either individually or in small groups, and must be written in complete, grammatically correct sentences. Homework assignments and due dates will be announced in class and will be posted to Blackboard.

In-Class Participation: *20 points*

Class participation is crucial to this course. Attendance will be taken at each class meeting. In-class participation will consist of participation in class discussions, attentive listening and attendance.

Final Project: *50 points*

The final project will be a presentation comparing a popular press article to current research relevant to gender (much like the “According to the Media....According to the Research...” sections in your book). Presentations will be completed with a small group of your peers. Some class time will be dedicated to working on the presentations; however, you are expected to complete most of the work outside of class. Your grade will be based on the final presentation as well as on short written progress reports completed throughout the course; detailed rubrics for each part of the assignment will be handed out in class.

Additional Notes

Plagiarism & Academic Honesty: Copying or paraphrasing information or ideas from *any* source 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 class. 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. Violations will be taken seriously and are noted on student disciplinary records. *I will not tolerate any dishonesty or plagiarism.* If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with me *before* you complete any relevant requirements of the course. The following website provides more information about what constitutes plagiarism and how to avoid it:
<http://libweb.uoregon.edu/guides/plagiarism.students>.

Policy on Late Work: Late work will be accepted on a case-by-case basis, and will only be accepted for EXTREME cases (e.g., having the sniffles or going on vacation does NOT count). Late assignments may be subject to penalties.

Blackboard: 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 on Blackboard. 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://libweb.uoregon.edu/scis.blackboard.help> or visit the library [Computer Help Desk](#).

Athletes and Students with Disabilities: If you have a documented disability or are associated with a University athletic team and may need accommodations, please contact me in the first week of class. Please request that the Accessible Education Center (AEC; formerly Disabilities Services) or the Athletic Director's office send a letter verifying your disability or athletic involvement. Contact the AEC for more information (164 Oregon Hall; 346-1155; aec.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>.

Course Schedule

Note: The course schedule and required readings should be considered tentative and may change throughout the term based on student interests and progress. You are expected to check Blackboard frequently for updates. Readings followed with * will be provided on Blackboard.

<i>Class Date</i>	<i>Topic</i>	<i>Reading</i>
Week 1: Introduction, Theory, Biology		
Mon 6.25.12	Introduction, History of Gender Studies	Chapter 1 Critical Reading Guide*
Tue 6.26.12	Researching Sex & Gender Differences	Chapter 2 Saletan (2011), <i>Slate</i> .*
Wed 6.27.12	Biological Differences & Development	Chapter 4 (pp. 71-87; 97-99)
Thu 6.28.12	Quiz 1 ; Theories of Development	Chapter 5
Week 2: Gender Development & Identity		
Mon 7.02.12	Gender Identity	Chapter 6
Tue 7.03.12	Gender Identity: Beyond Male & Female	Diamond, et al. (2011), <i>Handbook of Identity Theory and Research</i> .*
Wed 7.04.12	No Class	--
Thu 7.05.12	Quiz 2 ; Presentations	
Week 3: Gender Identity & Social Issues		
Mon 7.09.12	Power, Status & Stereotypes	Keltner, et al. (2003). <i>Psych. Review</i> . *
Tue 7.10.12	Gender Stereotypes: Stereotype Threat	Chapter 3
Wed 7.11.12	Emotion & Family Life	Chapter 8 Gere & Helwig (2012), <i>Psych of Women Quarterly</i> .*
Thu 7.12.12	Quiz 3 ; Presentations	
Week 4: Social Issues		
Mon 7.16.12	Relationships & Sexuality	Chapters 9 & 10 Diamond & Butterworth (2008), <i>Sex Roles</i> .*
Tue 7.17.12	Careers, Women & War	Chapter 12
Wed 7.18.12	Quiz 4 ; Wrap Up	
Thu 7.19.12	Final Presentations	