

PSY 380: Psychology of Gender

CRN 27363

Winter 2012

Tuesday & Thursday, 5:00 pm – 6:20 pm
112 Esslinger Hall

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Office Hours: Monday 2pm-3pm and by appointment

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, guest speakers and 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 exams.

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.

Class meetings: Each class meeting will 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
90	Exams
20	Exam 1
35	Exam 2
35	Exam 3
20	Homework Assignments
20	Participation
70	Term Paper
20	Proposal
50	Final Paper
200	Total Possible
4	Extra Credit

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

Exams: 90 points

You will have three exams worth a total of 90 points. Each exam will consist of a combination of multiple choice and short answer/essay questions. The first exam will cover less material than the second and third exams, and is therefore worth fewer points. Each exam will be semi-cumulative in the sense that questions (especially short answer/essay questions) will build upon theories and broad topics covered in previous exams. They will not, however, be cumulative in the sense that specific questions or small details covered on one exam will be repeated on a later exam. All exams will be taken during regularly scheduled class periods, with no lecture following the exam. **There is no exam during Finals Week for this course.**

Make-up exams 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 exam.

Homework Assignments: 20 points

Homework assignments are meant to help you to think broadly about the material covered in the reading and lecture and to prepare you to write your term paper. Assignments will usually consist of short essays or developing discussion questions. Assignments will usually be turned in via Blackboard 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 but is not mandatory (however, it is in your best interest to attend each class meeting). In-class participation will consist of participation in class discussions, attentive listening and in-class assignments. In-class assignments will serve to support class discussions.

Term Paper: 70 points

The term paper will consist of a proposal and the final paper. This will be a traditional term-style paper, in APA format, on a topic related to gender that you want to learn about in more depth. Detailed rubrics for each part of the assignment will be handed out in class, but brief summaries are provided below.

Proposal (20 points): The proposal will be 1-2 pages long and will include your proposed topic, why you want to examine that topic and your plan of action.

Final Paper (50 points): The final paper will incorporate comments that I give you on your proposal. This paper will be 6-8 pages in length and will be due during finals week.

Extra Credit: 4 points

You will have the opportunity to earn up to 4 points of extra credit. There are two ways to earn extra credit.

Research Participation: You can earn credit by participating in research through the University of Oregon's Human Subjects Pool. A half (0.5) hour of research participation corresponds to 1 point of extra credit, so you can complete up to 2 hours of research participation for extra credit.

In-class Presentation: Alternately, you can select a popular article published within the last three months (e.g., from CNN, Fox News, Slate, Salon, BBC News, etc.) that has to do with an issue related to gender and present it to the class. One article presentation will be worth 2 points of extra credit (as it should take about an hour to read, prepare and present the article). Each presentation should be 5-10 minutes in length; articles need to be pre-approved by me at least 24 hours before your presentation. You can earn extra credit through a combination of presentations and research participation, but you cannot earn more than 4 points (2 hours).

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, and every, 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 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 (at least once per week) for updates.

Week	Class Date	Topic	Reading	Special Events
Introduction, Theory, Biological Differences				
1	Tue 1/10/12	Introductions	--	HW1 Assigned
	Thu 1/12/12	History of Gender Studies	Chapter 1	
2	Tue 1/17/12	Researching Sex & Gender Differences	Chapter 2 Saletan (2011), <i>Slate</i> .	HW2 Assigned
	Thu 1/19/12	Biological Differences	Chapter 4 Baron-Cohen, et al (2005), <i>Science</i> .	
3	Tue 1/24/12	Exam 1	--	Get Term Paper Assignment
	Thu 1/26/12	No Class	--	Last day to drop or change to P/NP
Gender Identity & Stereotypes				
4	Tue 1/31/12	Theories of Development	Chapter 5	HW3 Assigned
	Thu 2/2/12	Gender Identity	Chapter 6	
5	Tue 2/7/12	Gender Identity: Beyond Male & Female	Diamond, et al. (2011), <i>Handbook of Identity Theory and Research</i> . Diamond & Butterworth (2008), <i>Sex Roles</i> .	
	Thu 2/9/12	Gender Performativity & Rituals	TBA Pollock (2004), Gender Rituals.	Term Paper Proposal Due
6	Tue 2/14/12	Gender Stereotypes	Chapter 3	HW4 Assigned
	Thu 2/16/12	Gender Stereotypes: Stereotype Threat	TBA	Karyn Lewis, guest lecturer
7	Tue 2/21/12	Exam 2	--	
Social Issues				
7	Thu 2/23/12	Emotion	Chapter 8	
8	Tue 2/28/12	Relationships	Chapter 9	HW5 Assigned
	Thu 3/1/12	Sexuality	Chapter 10	
9	Tue 3/6/12	Careers & Work, Women & War	Chapter 12	HW6 Assigned
	Thu 3/8/12	Mental Health	Chapter 15	
10	Tue 3/13/12	What are the differences?	Chapter 16	
	Thu 3/15/12	Exam 3	--	Last day of class
	Tue 3/20/12			Final Paper Due @ 7pm