

**PSYCHOLOGY OF GENDER – PSY 380**  
**WINTER TERM, 2015**  
**TR 10:00 – 11:20 p.m., Deady 102**  
**Office Hours: Fridays, 11 a.m. – 1 p.m.**

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***Course Objectives***

- to provide students with an integrative overview of the psychology of gender,
- to familiarize students with the multiple theories of gender development
- to teach students how to distinguish between gender, biological sex, and sexual behavior
- to become critical consumers of gender representation in mass media
- to illustrate an integrative view of research in psychology of gender
- to promote critical thinking skills in the area of psychology of gender

***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, relationships). 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 the interaction of these topics with interpersonal and organizational issues as well as 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 lectures, video materials, class 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. Students are expected to attend and participate in class, complete and critically evaluate the assigned reading, and study in preparation for exams. 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.

### ***Class Attendance***

**Please note: 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 there. Exams and the daily quizzes will assess mastery of the content from all sources of material (lectures, videos, readings).

### ***Required Readings***

Readings are assigned on a weekly basis. Readings are to be completed **BEFORE** the class meeting for which they are assigned. There is one required text book, available at the bookstore, along with online readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well in this course if you do not do the reading. The textbook is designed to provide you with a working knowledge of the issues that we will discuss in class, so that we can spend our time together in a more meaningful exploration of the issues and concepts presented.

### ***Required Text***

Helgeson, V. S. (2012). *Psychology of gender*, 4<sup>th</sup> Edition. 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
100	Participation (in-class small groups, HW assignments, etc.)
75	Experience Papers (3 papers; 25 pts each)
50	Study Guide (5 pts/week)
125	Mid-term Exam
150	Final Exam
600	<b>Total</b>

### ***Course Grade***

Final grades will be based on percentage of total possible points earned, and distributed as shown. Please note that I actively adhere to standards implemented to reduce grade inflation. This means that average work merits an average grade. See here for details about grade inflation at UO.

A+	<i>Reserved for exceptional performance, usually above 98%, maximum of 3 A+ grades</i>		
A	93-100 – Excellent	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9 – Above average		
B-	80-82.9	N*	less than 70
C+	77-79.9	P*	70 or higher
C	73-76.9 – Average		<i>*If taking Pass/Fail</i>
C-	70-72.9		

[http://pages.uoregon.edu/ucouncil/topics/universityMatters/topic\\_GradeInflation.html](http://pages.uoregon.edu/ucouncil/topics/universityMatters/topic_GradeInflation.html)

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

No late work will be accepted FOR ANY REASON. All work is submitted electronically. Papers should be double-spaced, using Times New Roman 12-point font (according to APA style). Do NOT e-mail me your papers. You cannot turn in late work or make up quizzes/participation points FOR ANY REASON.

## Course Requirements

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

Approximately 12-14 daily quizzes will be given, each worth 10 points. Your highest 10 quiz scores will be used for your final quiz score grade. Because of this, you cannot make up the quizzes FOR ANY REASON. 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. Class attendance *and* participation, and completion of the readings will prepare you well for the quizzes.

### **Participation:** 100 points

Participation is crucial in this course and includes in class individual and small group participation. I also may make small HW assignments. If you miss class *for any reason*, you can NOT make up those 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 (typically 3-5 pages). These papers are intended to help you expand your knowledge both academically and experientially. You will receive up to 25 points for each paper. See Blackboard under Assignments 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.

### **Study Guide:** 50 points, 5 points per week (10 weeks)

I neither endorse nor provide instructor-written study guides. The best way to prepare for the final exam is to create your own working study guide. This guide should contain notes to yourself about the topics covered during the previous week in class, text, discussion and readings. Your study guide should be different from everyone else's – its purpose is to individualize the ongoing learning experience in preparation for exams. It must a minimum of 500 words, preferably single-spaced. It can be in the format most useful to you (e.g., bullet points). Points are awarded Pass/No Pass. Study Guides are due by 5 p.m. each Sunday, beginning on Jan. 11, and will be submitted via BlackBoard Assignment.

### **Exams:** Mid-Term, 125 points; Final, 150 points

You are responsible for all material covered in the course. The mid-term and final exams will cover key terms and concepts, from the first and second halves of the course, respectively. Any material presented during the term, including the text, additional readings, videos, and lectures, may be on the exams. Typical format is a mixture of matching, multiple choice, short answer, and essay questions. The final exam will contain one cumulative essay question worth 25 points.

### **Additional Notes**

**Using Blackboard:** On BlackBoard, you will find general announcements for the class, all documents (including this syllabus), lecture notes, links to relevant web sites, and more. Check BlackBoard and your Uoregon e-mail often. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>.

**Academic Misconduct Policy:** Academic misconduct includes cheating, plagiarism, and unauthorized collaboration. Don't do it. It makes me sad. Always note the source of anyone else's ideas that you use, in this, and every, class. You can find clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism here: <http://www.uwosh.edu/departments/llr/citing.html>. I take academic misconduct very seriously; it merits a zero for the particular assignment, and usually results in a grade penalty for the course. All suspected academic misconduct must be reported by me to the Office of Student Conduct. For details, see:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

**Students who Require Accommodations:** If you may need accommodations, please contact me in the first week of class, even if you are not sure that you 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 the Accessible Education Center for more information (164 Oregon Hall; 346-1155; [aec.uoregon.edu](mailto:aec.uoregon.edu)). Without documentation, accommodations are not guaranteed and will be made at my discretion.

**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. 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>.

**Mandated Reporting:** Oregon law states all University employees with credible evidence that any form of prohibited discrimination by or against students, faculty, or staff is occurring have a duty to report that information to the Office of Affirmative Action & Equal Opportunity. "Prohibited discrimination" includes discriminatory harassment, including sexual harassment and sexual assault. Oregon law also requires that all UO employees make a report to the Oregon Department of Human Services or a law enforcement agency when there is reasonable cause to believe any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child.

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

Day	Readings	Assignments
<b>Introduction and Theory</b>		
01/06	<i>Ch. 1: Introduction</i>	
01/08	<i>Ch. 2: Methods &amp; History</i> Hyde. (2007). New Directions in the Study of Gender Similarities and Differences.	
01/13	<i>Ch. 3: Attitudes</i> Swim, Mallett & Stangor (2004). Understanding Subtle Sexism	
01/15	<i>Ch. 4: Observations</i> Barres. (2006). Does Gender Matter?	
01/20	<i>Ch. 5: Theory</i> Diamond (2006). Biased Interaction Theory of Psychosexual Development	
01/22	<i>Ch. 5: Theory, cont.</i>	
<b>Organizational and Interpersonal Relationships</b>		
01/27	<i>Ma Vie en Rose (continues on 01/29)</i>	<b>AEP #1 due</b>
01/29	<i>Ch. 6: Achievement</i> Keller. (2002). Blatant Stereotype Threat and Women's Math Performance. Basow, S. (2000) Gender Dynamics in the Classroom.	
02/03	<i>Ch. 6: Achievement, cont.</i>	
02/05	<b>Exam 1</b>	
02/10	<i>Ch. 7: Communication</i> Helweg-Larsen, et al. (2004). To Nod or Not to Nod: An Observational Study	
02/12	<i>Ch. 7: Communication, cont.</i> Steinfeldt, et al. (2011). Muscularity and Masculine Norms ... College Football Players.	
02/17	<i>Ch. 8: Friendship &amp; Conflict Resolution</i> Fighting Fair	
02/19	<i>Ch. 9: Romantic Relationships &amp; Sexual Orientation</i> Meezan & Rauch (2005). Gay Marriage, Same-Sex Parenting, and America's Children	<b>AEP #2 due</b>
<b>Gender &amp; Health</b>		
02/24	<i>Ch. 10: Sex Differences in Health</i> Vigil & Coloumbe. (2011). Biological sex and social setting affects pain intensity	
02/26	<i>Ch. 11: Relationships &amp; Health</i> Strazdins & Broom (2004). Acts of Love and Work	
03/03	<i>Sara Kruzan case; Bronfenbrenner</i> Platt, Barton & Freyd. (2009). Betrayal Trauma and Domestic Violence	
03/05	<i>Ch. 12: Paid Work Roles &amp; Health</i> Lundberg (2005). Stress hormones in health and illness: The roles of work and gender.	
03/10	<i>Ch. 13: Mental Health</i> Chrisler, J.C. (2000) PMS as a Culture-Bound Syndrome.	
03/12	<i>Ch. 13: Mental Health cont'</i> Garcia et al. (2011). Masculine behavioral norms and PTSD symptoms in veterans.	<b>AEP #3 due</b>
<b>Final Exam: Tuesday, March 17 @ 8:00 a.m.</b>		