

PSY 380: Psychology of Gender

CRN: 16237

Fall 2016

Monday & Wednesday, 12:00 pm – 1:20 pm

302 Gerlinger

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Office Hours: Wednesday 10:30-11:30am & 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., self-knowledge, personality, interpersonal relationships), and special issues pertinent to gender, (e.g., parenthood, violence, and sexual orientation). In-class 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 primarily from your textbook and are intended to provide you with the necessary background information relevant to the class discussion and lecture. You are expected to come to class prepared to discuss the assigned readings. Assigned reading from sources other than your book will be posted on Canvas.

Required Text: This textbook is available at the Duck Store.

Brannon, L. (2011). *Gender: Psychological Perspectives*. 6th Edition. Pearson. ISBN: 0205001653.

Additional Reading: Additional articles and chapters that are either directly related to the course material or related to the study of gender more broadly will be posted on Canvas under “Supplemental Reading.” These are not required, but may 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 (My answer to “Will this be on the test?” will *always* be “Yes!”).

Course Expectations & Classroom Behavior

The psychology of gender is a topic about which people 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 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
120	Exams
40	Exam 1
40	Exam 2
40	Exam 3
20	Written Assignments
20	Participation
40	Final Project
200	Total Possible

Exams: *120 points*

You will have three exams worth a total of 120 points. Each exam will consist of multiple choice questions. Each exam will be semi-cumulative in the sense that 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 exams will be repeated on a later exam. The 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.

Written Assignments: *20 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 Canvas 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 Canvas.

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, work on group presentations, attentive listening and attendance.

Final Project: *40 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, 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.

Canvas: 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 Canvas. You can get to the course web site by going to <http://canvas.uoregon.edu>. This class makes heavy use of technology in order to facilitate an interactive learning environment. If you have difficulty using Canvas, please visit the Computer Help Desk at Knight Library. I will make every effort to ensure that Canvas works smoothly, but **it is ultimately your responsibility to have your assignments turned in on time.** If you have questions or concerns about whether an assignment was turned in, *bring it to my attention as soon as possible – do not wait until the end of the term to address it.* Waiting until the end of the term will most likely result in a preventable grade reduction due to missed assignments.

Athletes, Students with Disabilities and ESL Students: 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. If English is your second language, you may use an approved translation dictionary for all exams and assignments.

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 reading should be considered tentative and may change throughout the term based on student interests and progress. You are expected to check Canvas frequently (at least once per week) for updates.

<i>Week</i>	<i>Class Date</i>	<i>Topic</i>	<i>Reading (Complete <u>before</u> class)</i>
1	Mon 9.26.16	Introduction	--
	Wed 9.28.16	History of Gender Studies	Chapter 1 Critical Reading Guide (online)
2	Mon 10.03.16	Researching Sex & Gender	Chapter 2
	Wed 10.05.16	Biological Development & Differentiation	Chapter 4
3	Mon 10.10.16	Theories of Gender Development	Chapter 5
	Wed 10.12.16	Exam 1	--
4	Mon 10.17.16	Feminist Perspectives on Trauma	Hooks (1994), Tseris (2013) (online) Guest Lecture: Melissa Barnes
	Wed 10.19.16	Gender Identity	Chapter 6
5	Mon 10.24.16	Gender Identity: Beyond Male & Female	Diamond, et al. (2011). (online)
	Wed 10.26.16	Power, Status & Stereotypes	Chapter 3
6	Mon 10.31.16	Sexuality	Chapter 10
	Wed 11.02.16	Exam 2	--
7	Mon 11.07.16	Emotions	Chapter 8
	Wed 11.09.16	Relationships	Chapter 9
8	Mon 11.14.16	Health & Fitness	Chapter 13
	Wed 11.16.16	Stress & Mental Health	Chapter 14
9	Mon 11.21.16	Mental Health Treatment	Chapter 15
	Wed 11.23.16	Exam 3	--
10	Mon 11.28.16	Group Presentations	--
	Wed 11.30.16	Group Presentations	--