

## Psychology 387: Psychology of Gender

Spring 2012  
MWF 11:00-11:50am  
Classroom Building C303A

Professor: **Jenn Hunt, Ph.D.**  
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Office hours: MWF 10-10:55am  
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Other hours by appointment

*Please read this syllabus carefully – it contains important information that you must know to succeed in this class. All students are responsible for knowing the information in this syllabus.*

### Course Description and Learning Objectives:

This course examines psychological research and theory related to gender, with a particular focus on the ways in which gender impacts people's daily lives. First, we will consider the origins of gender by considering social, cognitive, biological, and cultural influences on gender development. Next, we will examine gender stereotypes and how they compare with actual similarities and differences between women and men. We then will consider how gender affects several important life domains including work, violence, relationships, sexuality, eating and body image, and mental health. Throughout the course, we will learn how gender can be studied using empirical research methods and emphasize the importance of race, culture, and social class in understanding gender.

As a course that fulfills an Intellectual Foundations Diversity requirement, this course will meet several important learning objectives. Students will demonstrate the ability to: (1) critically examine the past, current or prospective influences of women and men on American society, (2) analyze the ways in which social and institutional structures can contribute to privilege and injustice through gender stereotyping, prejudice and discrimination, (3) explore systematically the importance of understanding, respecting and valuing people from different gender and sexual identity groups, (4) critically reflect on how their values, attitudes and beliefs about gender have developed and affect their perceptions of, and relations with others, and (5) assess the ways in which individuals, acting alone and in groups, can contribute to social justice.

### Prerequisite:

Introduction to Psychology (PSY101)

### Required Readings:

Brannon, L. (2011). *Gender: Psychological perspectives* (6th ed.). Boston: Pearson.

Additional required readings (see list on p. 6) are posted on Angel. *These readings will be treated just like textbook chapters in class and on exams. You need to PRINT these articles so that you can highlight them, bring them to class, and use them for studying.*

### **Attendance:**

Although I will not take daily attendance, students are expected to attend all class sessions and to complete the assigned readings *before* class. Class participation (i.e., discussion, class activities) is worth approximately 12% of your grade, so missing class or coming unprepared will lower your grade. In addition, you are responsible for knowing all material presented in lectures, class discussions, videos, and small group activities. Please note that much of this information will *not* be in your textbook, and that the professor will *not* provide notes to students who miss class.

### **Disruptive Student Policy:**

Behaviors that disrupt other students' ability to learn (e.g., text messaging, side conversations, reading non-class material) will not be tolerated. Out of respect for others, please be on time for class and turn off all cell phones, iPods, pagers, alarms, etc. If you engage in behavior that I deem disruptive, I may ask you to leave.

### **Safe Classroom Policy:**

This class needs to be a safe, supportive environment for individuals regardless of their gender, race, ethnicity, religion, cultural or national background, sexual orientation, or gender identity or expression. Disrespectful or derogatory words or treatment will not be tolerated. If you have specific needs or concerns related to the classroom environment, please see Dr. Hunt as soon as possible.

### **Use of Angel:**

Course handouts and grades will be posted on Angel on an ongoing basis. In addition, if I need to contact the class, I will send or post a message on Angel, so you need to check your Angel account regularly.

### **Evaluation:**

Your grade in this course will be based upon three exams, two papers, homework assignments, and class participation.

### **Examinations** (140 pts; ~47% of your grade)

There will be three exams, one on **February 22**, one on **April 2**, and one on **May 8**. Exams will cover material presented in class, the textbook, and the other readings. All exams will contain multiple-choice and short answer questions. The third exam (final) also will contain a cumulative essay question. The essay will be the only cumulative aspect of the final, and students will be given potential questions in advance. (Please note: the cumulative essay on the final is the *only* question you will receive in advance.) The first two exams will be worth 40 points each; the third exam will be worth 60 points (40 points new material, 20 points essay).

*Make-up exams only will be given for documented emergencies (e.g., documented illness, death of a family member). College policy states that, if you have three final exams scheduled on a single day, you may reschedule one of them. If you are in this situation, please see Dr. Hunt no later than two weeks before the final (i.e., April 24).*

***Papers*** (60 pts; 24% of your grade)

Students will write two papers, each approximately four pages long, related to the psychology of gender. For each paper, you will engage in two activities related to gender (e.g., a small-scale data collection, watching a movie, critiquing an article). In your paper, you will describe both activities, analyzing each one in terms of the theories and research you have learned in class. Options for the paper activities will be distributed in class. The papers each will be worth 30 points and will be due on **March 14** and **April 30**.

To prevent plagiarism, all papers will be turned in electronically using the Turn It In program on Angel. More information on this program is given below in the section on academic misconduct.

***Skills Assignments*** (20 pts; 8% of your grade)

Students who take this class come from a variety of majors and backgrounds. To ensure that everyone has the skills necessary to succeed in this class, there will be a small number of homework assignments on topics such as meta-analysis and proper citations in research papers. The skills assignments will be worth a total of 20 points and will be due on **March 2**. More information about these assignments will be provided in a class handout.

***Class Participation*** (30 pts; 12% of your grade)

A substantial portion of this class involves discussion and small-group activities. The success of the class depends on the willingness of class members to discuss issues, raise questions, and share ideas. Students should be prepared to learn from and to teach each other as we explore issues related to gender. You are expected to listen and show respect for each others' opinions, even if you disagree with them.

Class participation will be worth 30 points. The first 15 points will reflect your participation in discussions involving the whole class. You can earn these points by making comments, sharing ideas, and answering questions from the professor throughout the semester. Each student will receive 10 "credit slips." Each time you make a meaningful contribution to class, you will be asked to turn in a slip. If you turn in all of your credit slips by the end of the semester, you will earn full participation points; if you do not, you will receive a prorated number of points based on the number of contributions you made.

The other 15 points will reflect in-class activities, usually in small groups. You will receive credit for every activity in which you actively participate. The number of points per activity will depend on the total number of activities for the semester, but your grade will be the proportion of activities for which you have credit X 15 (e.g., if you have credit for 8/10 activities, your grade would be  $.80 \times 15 = 12$ ). In-class activities CANNOT be made up if you miss class.

***Policy on Late Assignments***

Assignments are due by the *beginning* of class on the day they are due. Ten percentage points will be deducted for every 24 hour period that assignments are late. After 10 days, assignments will not be accepted unless you have a documented emergency.

***Course Grades:***

To foster a cooperative rather than competitive atmosphere, course grades will be based on total points rather than a curve system. There are a total of 250 points (exams = 140 pts; papers = 60 pts; skills assignments = 20 pts; class participation = 30 points).

Course grades will be determined as follows:

Grade	Percent	Points	Grade	Percent	Points
A	93.0 – 100.0%	232.5 – 250	C	73.0 - 76.9%	182.5 – 192
A-	90.0 – 92.9%	225 – 232	C-	70.0 – 72.9%	175 – 182
B+	87.0 - 89.9%	217.5 – 224.5	D+	67.0 - 69.9%	167.5 – 174.5
B	83.0 - 86.9%	207.5 – 217	D	60.0 - 66.9%	150 – 167
B-	80.0 – 82.9%	200 – 207	F	below 60.0%	below 150
C+	77.0 - 79.9%	192.5 – 199.5			

Please note that you must earn 65% or higher (at least 162.5 points) to earn a passing grade on the pass-fail system.

***Extra Credit:***

You will have the opportunity to earn up to 12 extra credit points by attending events (e.g., campus lectures) related to gender and/or participating in psychological research. For each event or study, you will earn 3 extra credit points. Extra credit points will be added to your total points at the end of the semester. Announcements for approved events and studies will be made in class. *You will not earn extra credit for studies or events that are not announced in class.*

To earn credit for attending an event, you need to write a brief (1 page) summary of what you learned and how it relates to class. Summaries must be turned in *no later than two weeks after the event*; the last day that extra credit will be accepted is **May 2**. You do not need to do anything extra if you do a research study, as the researchers provide professors with participant lists. In case of any disputes, you should keep a personal record of your extra credit activities.

**COURSE SCHEDULE**

1/23 Introduction to the Course	1/25 What is Gender? Themes & Terminology Chp. 1	1/27 Conducting Research on Gender Chp. 2
1/30 Conducting Research on Gender	2/1 Gender and Language; Biological Influences on Gender Chp. 4	2/3 Biological Influences on Gender
2/6 Theories of Gender Development Chp. 5	2/8 Theories of Gender Development; Developing Gender Identity Chp. 6 (pp. 128-147)	2/10 Developing Gender Identity
2/13 Developing Gender Identity Chp. 9 (pp. 205-211)	2/15 Media Portrayals of Gender Reading 1	2/17 Media Portrayals of Gender

2/20 <i>No Class</i>	2/22 <b>Exam 1</b>	2/24 Intersections with Culture, Race, & Ethnicity Readings 2 & 3
2/27 Intersections with Culture, Race, & Ethnicity	2/29 Intersections; Gender Stereotyping Chp. 3 (pp. 46-64)	3/2 Gender Stereotyping <b><i>Skills Assignments Due</i></b>
3/5 Gender Stereotyping	3/7 Sexism Chp. 3 (pp. 64-69)	3/9 Gender Comparisons Chp. 7
3/12 Gender Comparisons	3/14 Gender Comparisons Chp. 11 (pp. 278-294) <b><i>Paper 1 Due</i></b>	3/16 TBA / Catch-up
3/19 - 3/23 <i>No Class – Enjoy Spring Break!</i>		
3/26 Gender in the Workplace Chp. 12	3/28 Gender in the Workplace	3/30 Gender in the Workplace
4/2 <b>Exam 2</b>	4/4 Sexual Harassment Reading 4	4/6 Rape & Domestic Violence
4/9 Rape & Domestic Violence	4/11 Sexual Orientation Chp. 10 (pp. 265-275)	4/13 Transgender Issues Chp. 6 (pp. 147-150)
4/16 Relationships Chp. 9 (pp. 211-239)	4/18 GLBT Relationships Reading 5	4/20 Sexuality Chp. 10 (pp. 239-264)
4/23 Sexuality	4/25 Body Image & Eating Chp. 13 (pp. 350-358)	4/27 Body Image & Eating
4/30 Mental Health Chp. 14 <b><i>Paper 2 Due</i></b>	5/2 Mental Health <b><i>Last day for extra credit</i></b>	5/4 <i>No Class - Study Day</i>
<b>TUESDAY 5/8</b> 9:40-11:30am <b>Exam 3</b>		

*Please note: The class schedule and readings are subject to change. Any changes will be announced in class.*

### **Additional Readings** (posted as pdfs on Angel)

1. Hust, J.S.T., & Brown, J.D. (2008). Gender, media use, and effects. In S.L. Calvert & B.J. Wilson (Eds.), *The handbook of children, media, and development* (pp. 98-120). Malden, MA: Blackwell Publishing.
2. Hyde, J.S. (2007). Women of color. In *Half the human experience: The psychology of women* (7th ed., pp. 119-150). Boston: Houghton Mifflin.
3. Kilmartin, C.T. (2010). Masculinities I: Ethnic identities and men's ways of being. In *The masculine self* (4th ed., pp. 98-99, 114-122). Boston: McGraw-Hill.
4. Matlin, M.W. (2008). Violence against women. In *The psychology of women* (6th ed., pp. 421-456). Boston MA: Pearson.
5. Biblarz, T.J., & Savci, E. (2009). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72, 480-497.

### **Other Important Information**

#### **Incompletes:**

A grade of "Incomplete" ("I") will be given only for extenuating circumstances or personal emergencies (e.g., severe illness, death in family) that can be documented and are acceptable to the professor. Extenuating circumstances do *not* include vacation, travel, employment, or heavy course loads. Please see Dr. Hunt *as soon as possible* if you think you may need an incomplete.

#### **Accommodations for Students with Disabilities:**

It is my policy, as well as the college's, to provide reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact me within the first two weeks of the semester to discuss their needs. In addition, please contact the director of the Disabilities Services Office, 120 South Wing, 878-4500. All such discussions will be held in strict confidence.

#### **Available Support Services:**

If, during this course, you realize that you need assistance with academic skills not directly related to psychology, such as writing, note-taking, computers, or math, please contact the Academic Skills Center, South Wing 330, 878-4041.

#### **Academic Misconduct:**

*There is a zero tolerance policy toward academic misconduct in this class.* Students who engage in any form of academic misconduct, including plagiarism, cheating on exams, turning in another person's work as your own, turning in the same paper in more than one course, or engaging in behaviors that prevent other students in the class from succeeding, will be sanctioned. At a minimum, you will receive a grade of zero for the exam or assignment; in all likelihood, you will receive a grade of "E" for the course. All cases of academic misconduct will be reported to the college, which may impose additional penalties. *If you choose to cheat or plagiarize, you are choosing to fail this course.*

To prevent plagiarism, students will submit their papers electronically using Turn It In, a textual similarity detection program. Textual similarity detection software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct, as such material may be correctly cited.) This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

More information about plagiarism and how to avoid it will be provided during the semester. If you have any questions about appropriate paraphrasing, citations, etc., please see the professor.