



PSYC 203 PSYCHOLOGY of GENDER

Fall 2005

1:40-2:55

Tuesday & Thursday

McMullen Hall 211

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Office Hours:

Monday.....1:30 – 2:15
Tuesday.....9:45 – 10:30
 12:45 – 1:15
Wednesday...9:45 – 10:30
 1:30 – 2:15
Thursday.... 12:45 – 1:15
Friday..... 10:00 – 10:30

Also by appointment

Required Text:

Lips, H. M. (2005). Sex & gender: An introduction (5th Ed.). Boston: McGraw-Hill.

COURSE DESCRIPTION AND GOALS:

This course provides an overview of theory and research on the biological, psychological, and social aspects of gender. Both differences and similarities between men and women's behavior and cognitive processes will be discussed, as well as how perceptions of gender affect behavior and cognition.

This course is intended to meet the following learning outcomes in the psychology major:

- Describe, compare, and contrast major theoretical perspectives in psychology
- Distinguish observations from conclusions, and distinguish theories and findings based on evidence from those without support
- Give an oral presentation in front of a class or conference audience
- Explain how research helps to develop the knowledge base of psychology
- Examine major ethical issues and standards for psychological research and practice, and determine the circumstances in which specific behaviors would or would not be ethical

This syllabus is an important reference tool for the course.
YOU ARE EXPECTED TO CONSULT THIS SYLLABUS ON A REGULAR BASIS.

GENERAL INFORMATION:

As you already know, psychology is a large and diverse field of study, and gender issues cut across many areas of psychology. Only selected topics will be covered, and not all topics selected will receive equal attention in class. However, you are responsible for learning all the material assigned, and you will be tested over it. Read and review all assigned material before class so that you have an opportunity to ask questions. Questions are *strongly* encouraged—they are an important component of active learning, and usually more than one person will be wondering the same thing.

What I Expect From You:

- Attend all classes, arriving on time and ready to learn.

If you must miss a class, notify me in advance, or as soon as possible. It is *your* responsibility to consult with me about what you missed, and to obtain class notes from one of your classmates.

- Complete all readings before class.
- After class, review the day's readings and your lecture notes. Review again before the next class, taking notes over the readings in *your own words*.
- Participate in class discussions, ask questions, and learn from others.
- Distribute your studying over several days and not cram at the last minute.
- Complete all assignments & activities on time, with effort and care. Give yourself enough time in advance of the due date.
- Meet with me if you feel that you are having difficulty with any aspect of this course.
- Consider working with the **Student Success Center** (Ambrose Hall 243, 333-6331). They offer free help and peer tutors. The SSC also provides writing tutorials for papers, and study strategy advice. Although best to seek help early, tutorials may be arranged all semester.

What You Can Expect From Me:

- I will organize class time and activities to facilitate your learning.
- I will answer your questions as completely as possible (and get back to you when I can't).
- I will encourage and support a classroom environment that is open and safe, where questions and discussions can take place without personal judgment (I will need your help with this).
- I will provide prompt and constructive feedback on your progress (every attempt will be made to provide evaluation feedback within one week of assignments and exams).
- I will be available to assist you with your learning as needed (please contact me!)

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Services for Students with Disabilities at 333-6161 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

COURSE REQUIREMENTS: There are 400 points possible

(not including extra credit)

Your course grade will be based on the following requirements:

EXAMS (75% of final grade)

Three multiple-choice and short-answer essay exams will cover the material assigned for that particular section of the course (including readings, lecture and class discussion, and videos). The general policy in this course is that there will be no make-up exams. However, in some very specific situations (*extreme and documented* circumstances), I *may* allow a student to make up an exam. Please notify me in advance, or as soon as reasonably possible if you must miss a scheduled exam.

Graded exams will be available in class within 1 week. We will not have an opportunity to discuss exam questions in detail during class, however you are *strongly* encouraged to come to my office to review your exam, discuss any questions that you might not have fully understood, or work together on ways to maintain or improve your exam performance for the next exam (*the sooner you come, the better I can help you*). If you are not in class when I distribute exam feedback, it is your responsibility to come to my office to get your grade.

A note regarding exam content: Exam questions will vary in difficulty. Some questions will seem easy, while others may appear confusing or difficult to answer. Exams are designed so that most students will answer some of the questions correctly, and only students who have achieved the highest level of understanding the material will answer others correctly. **The purpose of including questions with a variety of difficulty levels is to determine the depth and breadth of your understanding of the material.** “Trick” questions are not tricky to those who have achieved the highest level of understanding. See the handout “How to Really Learn” for more information about the levels of understanding, how they are assessed, and how you can best prepare for exams.

FINAL EXAM/GROUP PRESENTATIONS (10% of final grade)

Groups of 3-4 students will be assigned to one of the chapters in Part III of the Lips text. Groups will choose a topic from their assigned chapter to research in more in-depth, and present to the class during finals week, **Tuesday, December 13th, 3:00 – 4:50**. Grades will be based on several factors, assessing content (accuracy, preparation, organization, knowledge of topic), style (creativity, interest level, visual aids), and teamwork.

THEORIES OF GENDER TEACHING ASSIGNMENT (5% of final grade)

In order to learn the various theoretical perspectives on sex & gender presented in Chapter 2, students will meet in small groups in class and teach one another the various theories. Students will be assigned to learn about a specific theory of gender. On **September 15th**, students will be placed in groups where each person will be responsible for teaching about their particular theory. ***It is critical that you do not miss and are on time for this class!***

THINKING ABOUT THE GENDERED WORLD “Mini-Journal” ASSIGNMENT (5% of final grade)

Ideally ☺, a journal would be an ongoing project in which students summarize and respond to the major themes and arguments in the assigned readings, class discussions, videos, etc. Keeping a regular journal is useful in helping to (a) understand and integrate key ideas in the readings; (b) see and articulate the connections between the readings and personal experience; (c) become aware of gender issues as they affect and are affected by the world around us; (d) reflect creatively on the ideas under discussion; and (e) provide starting points for class discussion. In short, journals should at least accomplish the following:

- Provide a clear summary of the main points from readings & class discussions.
- Include comments on these topics that demonstrate that you are critically analyzing the information. The comments may include comparisons with other readings, reflections on the implications of the reading, questions raised in your mind, or any other comments that seem relevant.

This assignment is based on journaling, and will be due three times over the semester, the day following each exam (**October 6, November 8, December 8**). In this assignment, students are expected to 1) clearly and briefly summarize the main points of the preceding section of the course in 2-3 paragraphs, and 2) provide critical analysis, application, and discussion of these main points. The entire paper should not exceed 3 pages. Grades will be based on content (i.e., summaries of readings, and thoughtful personal reflection), and writing style. Do not write about personal experiences or beliefs that you feel uncomfortable sharing. You may work with me on this or any assignment; I am willing to discuss assignments and review your work before your turning them in.

General Requirements for Written Assignments:

- Typed, double-spaced, 12-point font, black ink
- Staple pages together.
- Include a cover page with your name. Your **name** should appear only on the cover page.
- **Assignments that are not typed or stapled, or are missing a cover page will not be accepted.**
- Grammatical errors will result in a lower grade.
- Plagiarism (material copied directly from a source, without quotation marks and citation—see handout) will result in no grade (0) for the assignment.
- On this and all assignments, you are required to use your own words (paraphrase a source, rather than using direct quotes).

Late assignments will not be accepted. Extensions will be given only under extreme and documented circumstances

PARTICIPATION/DISCUSSION ASSIGNMENTS (5% of final grade)

Meaningful discussion of the material (including asking questions), participation in class activities, and completion of in-class assignments have been shown to reduce boredom, and enhance learning. I expect all students to be active members of the class and participate throughout the course. It is easier to participate if you have read the assigned material and completed any assignments before class. *If you are uncomfortable with class participation, please meet with me as soon as possible so that we can work together to help you overcome your discomfort.* Participation points will be given for on-time completion of discussion assignments and participation in group discussions. Points will be deducted for unexcused absences, repeatedly arriving late to class, and disruptive class behavior.

EXTRA CREDIT QUIZZES (equivalent to 3% of total course points): Unannounced quizzes are intended to help motivate you to keep up with the readings, and to be a check on your learning. Quizzes will cover the reading material assigned for that class day (factual/definition level—see the handout “How to Really Learn”), and material reviewed since the last exam (conceptual/comprehension & applied levels). Quizzes will be given at the beginning of class, and cannot be made up.

CONTENT OUTLINE & Schedule

**This schedule is subject to change.
All changes will be announced in class.**

SECTION I

- Masculinity & Femininity: Myths & Stereotypes
 - Chapter 1
- Theoretical Perspectives on Sex & Gender
 - Chapter 2
- Researching Sex & Gender
 - Chapter 3

Exam 1 Tuesday, October 4th

SECTION II

- Gender Differences in Social Behavior & Experience
 - Chapter 4
- Biology & Environment: The Process of Becoming Female or Male
 - Chapter 5
- Perceptual & Cognitive Abilities: Gender Similarities & Differences
 - Chapter 6

Exam 2 Thursday, November 3rd

SECTION III

- Sexual Lives & Orientations
 - Chapter 7
- Hormonal & Reproductive Connections
 - Chapter 8
- Stress, Change, & Adaptations
 - Chapter 9

Exam 3 Tuesday, December 6th

**Final Exam Time/GROUP PRESENTATIONS
Tuesday, December 13th, 3:00 – 4:50**

PSYC 203 PSYCHOLOGY OF GENDER
Fall 2005 Record of Grades

Cooperative learning is encouraged in this course. You do not have to compete with other students for a good grade!

A = 90% and above	C+ = 77%-79%
B+ = 87%-89%	C = 70%-76%
B = 80%-86%	D = 60%-69%

SECTION I

Exam 1: _____/100

Class Participation: _____/6

Mini-Journal I: _____/6

Extra Credit Quizzes: _____/4

TOTAL SECTION I: _____/112

GRADE SECTION I: _____%

SECTION II

Exam 2: _____/100

Class Participation: _____/7

Mini-Journal II: _____/7

Extra Credit Quizzes: _____/4

TOTAL SECTION II: _____/114

GRADE SECTION II: _____%

SECTION III

Exam 3: _____/100

Class Participation: _____/7

Mini-Journal III: _____/7

Extra Credit Quizzes: _____/4

TOTAL SECTION III: _____/114

GRADE SECTION III: _____%

TOTAL POINTS:

TOTALS for Sections I-III + _____ / 340

Teaching Theories Assignment + _____ / 20

FINAL EXAM/ Group Presentation: + _____ / 40

COURSE TOTAL = _____ / 400