

# **The Psychology of Gender**

## **PSYC\*3300**

### **General Information**

**Course Title: The Psychology of Gender**

**Course Description:**

In this course, psychological and social similarities and differences between the human sexes are examined. An attempt is made to understand the origins of these differences and similarities, whether they are due to socialization practices, biological factors, or cultural mores. In doing so, a survey of major theoretical approaches of the area, particularly as they have been applied to various topics of psychology of gender, is integrated in the course. In addition, an in-depth analysis of gender role stereotypes and their implications for the individual is presented.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology

**Semester Offering:** Winter 2019

**Class Schedule:** Tuesdays and Thursdays 11:30-12:50

**Class Location:** Rozanski Hall, Room 102

**Final Exam Date:** April 22, 7pm-9pm

### **Instructor Information**

Instructor Name: Paula Barata

Instructor Email: pbarata@uoguelph.ca

Office location: Mackinnon Extension, Room 3017

Office hours: Tuesdays 2:00-4:00

### **GTA Information**

GTA Name: Alexi Fabricius

GTA Email: afabrici@uoguelph.ca

GTA Name: Sarah Feige

GTA Email: sfeige@uoguelph.ca

## **Course Content**

### **Specific Learning Outcomes:**

- (1) Define and describe various principles, theories, and research findings related to sex and gender in psychology
- (2) Explain how gender is constructed across different contexts.
- (3) Demonstrate ability to apply course material to broader psychological research and life experiences.
- (4) Demonstrate ability to analyze the impact of gender in people's lives across a variety of contexts.
- (5) Demonstrate ability to find, understand, and evaluate discourse (especially academic discourse) related to psychology and sex/gender.
- (6) Demonstrate ability to communicate academic research clearly and succinctly.

### **Lecture Content:**

Class meetings will consist of a mixture of lectures, small and large group discussions, and student poster presentations. Most classes will begin with a lecture on the weekly topic. This will be followed by small group discussions (in groups of 6-7). One or two students in each group will be asked to take primary responsibility for leading discussions. The class will also come together for a full class discussion.

As you can see, a large part of each class is discussion based. Discussions are a type of active learning and should help you absorb the material, see connections between readings, and explore controversy. It is therefore essential that you come to class prepared by carefully reading the assigned materials, answering the discussion questions and thinking through the issues. I will provide you with discussion questions (and sometimes extra readings or videos) before each class.

Week: Date	Lecture Content	Readings	Assignments
#1: Jan 8	Introduction	Chp.1	
#2: Jan 10	History	Chp.2	
#3: Jan 15	Beyond the Binary (Guest Speaker: Jasper Smith from ARCH)	Article	
#4: Jan 17	Quantitative Research	2	
#5: Jan 22	Qualitative Research	Article	
#6: Jan 24	Theories of Sex and Gender (Grading for Discussion Questions Begins)	5	DQ#1
#7: Jan 29	Gender Stereotypes	3	DQ#2

Week: Date	Lecture Content	Readings	Assignments
#8: Jan 31	Miss Representations (Video Excerpts)	(Catch Up on DQs)	Submit a missing DQ
#9: Feb 5	Intelligence and Cognitive Abilities	4	DQ#3
10: Feb 7	Poster Session #1		Case Study #1
#11: Feb 12	Academic (Under) Achievement	6	DQ#4
#12: Feb 14	Mid-term		
	(Winter Break: Feb 19 & 21)	(Catch Up on DQs)	Submit a missing DQ
#13: Feb 26	Poster session #2	(Catch up on Case Studies)	Submit a missing Case Study
#14: Feb 28	Physical health: Sex X Gender	10	DQ#5
#15: Mar 5	Poster session #3		Case Study #2
#16: Mar 7	Mental Illness: Experience and Bias	13	DQ#6
#17: Mar 12	Emotional Expression	7	DQ#7
#18: Mar 14	The Mask You Live (video excerpts)	(Catch up on DQs)	Submit a missing DQ
#19: Mar 19	Sexuality: Arousal and Attitudes	9	DQ#8
#20: Mar 21	Poster session #4		Case Study #3
#21: Mar 26	Employment (Guest Speaker: Gloria Gonzalez-Morales)	12	DQ#9
#22: Mar 28	Poster session #5	(Catch up on Case Studies)	Submit a missing Case Study
#23: Apr 2	Intimate Relationships and Intimate Partner Violence	11	DQ#10
#24: Apr 4	Sexual Violence	(Catch up on DQs)	Submit a missing DQ

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Mid-term exam	Feb. 14 <sup>th</sup>	20%	#1, #2, #4
Poster session	Various	15%	#5, #6
Poster evaluation	Various	5% (1.25% each 4)	#4, #5
Answers to DQs	Starts Jan 24 <sup>th</sup>	15% (1.5% each x 10)	#1, #2, #3, #4, #5, #6
Leading Dissuasion	Starts Jan 24 <sup>th</sup>	5% (2.5% each x 2)	#1, #3, #4, #6
Case Studies	Starts Feb 7 <sup>th</sup>	15% (5% each x 3)	#1, #2, #3, #4, #5, #6
Final exam	April 22 <sup>nd</sup> , 7pm-9pm	25%	#1, #2, #4

**Final examination date and time: April 22, 7pm-9pm**

**Final exam weighting: 25%**

Final Examination regulations are detailed at:

[Examination Regulations](#)

#### Mid-term exam (20%) and final exam (25%)

The exams will consist of multiple-choice and short-answer questions. You are responsible for all assigned chapters in the text (even if the material was not covered in class), and all material presented in lectures. The mid-term will cover the material from the first 5 weeks. The final will be cumulative, but will have a heavier emphasis on the material covered after the mid-term.

#### Poster session (15%)

Students will work in pairs to answer a particular research question through a poster display and a short presentation.

#### Poster evaluation (5%)

Student will evaluate 5 posters during each of the 4 poster sessions in which they are not presenting their own poster. Each completed poster session evaluation form will be worth 1.25%. The evaluation forms will be posted on CourseLink.

#### Answers to Discussion Questions (DQs) (15%)

Students will submit answers to 10 DQ sets before each class. Each set will be graded out of 1.5%). These will be due before each class where a DQ is assigned (by 11:29am). However, there are designated dates in which you are allowed to submit 1 missing DQ set without a penalty (Jan 31, Feb 21<sup>st</sup>, March 14<sup>th</sup>, and April 4<sup>th</sup>) these are also due by 11:29am on the dates indicated.

### Lead Discussion (5%)

The class will be divided into 15-20 groups of 6-7 students. Each student will be responsible for leading the discussion in their group on 2 occasions (2.5% points each). When it is your turn to lead (or co-lead) the discussion, you will fill out a discussion lead form. You begin filling this out before class, and you complete it in class. It is due at the end of class or you can make prior arrangements to e-mail it to me by 11:30am the next day.

### Case Study Reflections (15%)

Students will submit 3 case study reflection papers worth 5% each. The instructor will post content for students to interact with (e.g., a blog post or news article to read, a video to watch, an image to view, etc.) on Courselink. Students will be asked to reflect on this material and connect it to course content by writing a 2 page, double-spaced response to the material. These will be due by the end of the day (by 11:59pm) on each of the dates indicated (Feb 7<sup>th</sup>, Mar 5<sup>th</sup>, and Mar 21<sup>st</sup>). However, there are two designated dates in which you are allowed to submit 1 missing Case Study Reflection without a penalty (Feb 26<sup>th</sup> and March 28<sup>th</sup>) these are also due by 11:59pm on the dates indicated.

## **Course Resources**

### **Required Texts:**

Helgeson, V. S. (2017). Psychology of Gender (5th ed). New York: Routledge.

### **Other Resources:**

Discussion questions for each class, class slides, poster instructions, evaluation sheets, and extra readings and video links will be available on our CourseLink page.

## **Course Policies**

### **Grading Policies**

A grade of 0 will be assigned for non-completion of any assignment or examination when scheduled, except for documented medical or compassionate reasons (see Academic Consideration below).

Keep paper and/or other reliable back-up copies of the assignments (i.e., poster, poster evaluations, answers to discussion questions, etc.) as you may be asked to resubmit work at any time.

### **Course Policy on Group Work:**

The group mark for the poster presentation is graded based on the final product (poster and presentation) and the same grade will be assigned to both students. If problems arise, you should first try to resolve them by clearly communicating the problem to each other and attempting a solution. If the issue persists, both of you should make an appointment to speak to the course instructor.

**Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

**University Policies****Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

**Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

**Drop date**

The last date to drop one-semester courses, without academic penalty, is **March 8th**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).