

PSYC*3300 The Psychology of Gender, Course Outline: Winter 2023

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered using Face-to-Face format. The course has a set day, time, and location of class.

Course Title: The Psychology of Gender

Course Description:

This course will introduce students to concepts, theories and issues in the psychology of gender and gender relations. Sex and gender research in psychology will be examined in relation to their social and cultural contexts, and there will be specific focus on bodies, health and fitness, gender and culture, and violence and social media.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2023

Class Schedule and Location: Mondays and Wednesdays 5:30pm-6:50pm
Rozanski Hall, Room 102

Instructor Information

Instructor Name: Rima M. Hanna

Instructor Email: hannar@uoguelph.ca

Office location and office hours: Thursdays 2pm-4pm, MacKinnon Extension 4022

GTA Information

GTA Name: Shruti Nadkarni

GTA Email: snadkarn@uoguelph.ca

GTA office location and office hours: by appointment

GTA Name:

GTA Email:

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

After successful completion of this course, you should be able to:

1. Compare and discuss key concepts in the field such as sex, gender, and intersectionality, and explain how different meanings of these concepts shape and constrain how gender research in psychology is performed.
2. Explain how historical changes in how sex and gender research have been done in psychology reflect social and cultural changes happening “outside” of psychology.
3. Understand, compare, and contrast, key theories of gender.
4. Understand how gender, power and culture interrelate in shaping how we think about and act upon bodies, health, mental illness, and sexual relationships.
5. Analyse, evaluate, and reflect on these issues in relation to your own interests in psychology.
6. Express your ideas effectively through participating in class discussions, participation responses, a group project, and written responses to readings and lecture material.
7. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.

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 9-10). These groups will be your group for the rest of the semester for all discussions and the poster project.

Week	Class #/Date	Lecture Content	
1	1: Jan 9	Intro/Course outline overview	
	2: Jan 11	Academic articles & writing	
2	3: Jan 16	Sex, gender, sexualities	
	4: Jan 18	//	
3	5: Jan 23	History of sex & gender research	
	6: Jan 25	//	
4	7: Jan 30	Intersectionality theory/Trans & non-binary research	
	8: Feb 1	//	
5	9: Feb 6	Theories of gender (discursive & psychoanalytic)	
	10: Feb 8	//	
6	11: Feb 13	Theories of gender (evolutionary & feminist)	
	12: Feb 15	//	

	BREAK		
7	13: Feb 27	Gender & power	
	14: March 1	//	
8	15: March 6	Femininity & Masculinity	
	16: March 8	//	
9	17: March 13	Bodies, health, & fitness	
	18: March 15	//	
10	19: March 20	Gender cross-cultures	
	20: March 22	(Shruti Nadkarni guest lecture)	
11	21: March 27	Coercion, violence, & social media	
	22: March 29	//	
12	23: April 3	Course wrap-up/Poster presentations	
	24: April 5	//	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Response papers	Fridays by 5pm	8 x 8% = 64%	1, 2, 3, 4, 5, 6, 7
Participation responses	Wednesdays by 11:59pm	10 x 2% = 20% (Bonus 1% for completing all 10/10)	1, 2, 3, 4, 5, 6, 7
Poster presentation	April 3 rd or April 5 th	15%	1, 2, 3, 4, 5, 6, 7
Bonus marks (Participant Pool)	By end of pool	2%	

Additional Notes:

1. Reader response papers 64%

You are expected to submit 8 reader response papers, out of 10 available topics (week 2 through 11), over the course of the semester. Papers are due on Fridays by 5pm (see the class schedule) and are written on that week's topic. Detailed instructions will be given on Courselink in addition to what is below.

Guidelines for reader response papers

- The main aim of these papers is to provide you with a written means of engaging with the course content. They are an opportunity for you to gather and express your thoughts, questions, reactions, and/or confusions in response to the reading material.
- There is no strict rule for how to write your papers, as long as they reflect an attempt to critically and creatively engage with, and make sense of, the ideas and topics raised for

the week. Your papers should show an attempt to understand the material accurately but should not merely be a summary of course material – they should be a response.

- For example:
 - you can write about links between gender concepts and personal life experiences;
 - or you can reflect on connections between course content and ideas in other courses you are taking;
 - or you could relate course material to current events and issues
- If your opinion about an issue changes during the course, you can write about this in a reflection paper.
- In later papers, you may also want to explore broader themes that appear to link the course topics together.
- The response papers are meant to be part of an ongoing reflection on new and sometimes complex ideas, and you can expect that your ideas about things will change as the course progresses. This means that your papers can be exploratory. Be aware, however, that your TAs will look for evidence that you have actually read the course material when grading your papers.

Format for submissions:

- APA referencing is necessary for citing materials on your reading list and anything else you choose.
- Length is 600 – 900 words (2 – 3 double spaced pages).
- Quality is more important than quantity!
- Submit via the CourseLink dropbox (please double check that your file has uploaded).
- Use any of the following file formats: .doc, .docx, .pdf, .rtf.
- Late penalties:
 - 10% subtracted for each day late up to a maximum of 3 days (after that assignments receive an automatic zero)

2. Participation responses 20% + 1%

Class attendance and participation are encouraged for this course and will be part of your grade. However, if you are unable to attend certain classes, there will still be opportunities to earn most or some of the marks. Starting from week 2 to week 11, there are 10 opportunities to submit participation responses to CourseLink. You will submit Wednesdays before midnight (for both days in the week). If you attend both classes in the week, you have the opportunity to score full marks. If you miss one class, you can still submit modified participation but for 2/3 of the marks. If you miss both classes, you can still submit modified participation, but for 1.5/3 of the marks. If you submit participation for all 10 weeks (attended class or not), you can earn an extra 1% towards your final grade. Detailed instructions for participation responses will be given through CourseLink in addition to what is below.

For each class (Monday and Wednesday), you will write responses to each of the following questions:

IF YOU ATTENDED CLASS:

Describe one thing (concept or idea or theory or research study or etc.) from the readings that piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) that another student shared in class that surprised you or piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings OR that another student shared that you either disagreed with OR upset you OR made you uncomfortable.

IF YOU DID NOT ATTEND CLASS:

Describe one thing (concept or idea or theory or research study or etc.) from the readings that piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings that surprised you or piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings you either disagreed with OR upset you OR made you uncomfortable.

3. Poster presentation 15%

You will work in groups of 9-10 on a poster project on a topic that you choose. Groups will be made during the second or third week of classes. Presentations will be during the last week of class. Detailed instructions will be given through Courselink.

Final examination date and time: There is no final exam for this course.

Course Resources

Required Texts:

All required reading materials and recorded videos will be made available on Courselink.

Other Resources:

Class slides, poster instructions, and other course material will be available on Courselink.

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., papers, participation responses, poster, 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

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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](#)

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., poster or papers).

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 or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March 30th – April 10th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Monday April 10, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.