

PSYC*3300
The Psychology of Gender
Course Outline
Winter 2021

General Information

DUE to the ongoing COVID-19 pandemic, this course is offered in an alternative format. Alternative Delivery Asynchronous – AD-A Remote: no day and time for 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 psychiatric diagnosis, and violence and social media.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: W21

Class Schedule and Location: This course is offered asynchronously, so there are no scheduled lectures or class meetings. Please see the schedule of topics below.

Instructor Information

Instructor Name: Dr. Jeffery Yen
Instructor Email: jyen@uoguelph.ca
Office hours: Tuesdays, 11am – 12pm: <https://zoom.us/j/92370258873>

GTA Information

TBA

Communication Policy

If you have questions about the course, please ask them on the **Courselink Discussion Forum** or **during our weekly drop-in session**. That way we can reduce email traffic and pool our collective wisdom. Because of extremely high email volume during term, I will not respond to emails relating to course content or assignments that are covered in the course outline.

If you absolutely must send an email about course, grading or assignment issues, please first direct your queries to the TAs (according to your last name). If they are unable to answer your questions they will forward your email to me.

Course Content

Specific Learning Outcomes (please refer also to Psychology 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 (*Psychology LOs: 1.1, 1.2, 1.3, 2.2*).
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 (*Psychology LOs: 3.1, 3.2, 3.3*).
3. Understand, compare, and contrast, key theories of gender (*Psychology LOs: 1.1, 1.2*).
4. Understand how gender, power and culture interrelate in shaping how we think about and act upon bodies, health, mental illness, and sexual relationships (*Psychology LOs: 3.2, 3.4*).
5. Analyse, evaluate, and reflect on these issues in relation to your own interests in psychology (*Psychology LOs: 1.1, 1.2, 1.3, 1.4, 5.2, 5.3*).
6. Express your ideas effectively through participating in discussion forums, drop-in sessions, and written responses to readings and lecture material (*Psychology LOs: 4.1, 4.2, 4.3, 4.4*).
7. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks (*Psychology LOs: 5.5*).

Lecture content:

Since this course is asynchronous, there are no scheduled class meetings. Instead, your primary course material will be a set of readings about a new topic for each week.

Week of:	Topic
11/01	Introduction to the course
18/01	What are sex, gender and sexualities?
25/01	A history of sex and gender research
01/02	Intersectionality and non-binary gender
08/02	Theories of gender: Evolutionary perspectives
15/02	WINTER BREAK
22/02	Theories of gender: Discursive and psychoanalytic perspectives
01/03	Gender and power
08/03	Masculinity and femininity
15/03	Bodies, health and fitness
22/03	Gender and psychiatric diagnosis
29/03	Coercion, violence and social media
05/04	Summing up

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
1. Reader response papers (8x10%)	Fridays by 5pm	80%	1 – 7
2. Courselink discussion forum posts (8 sets of 2)	Wednesdays by 5pm	20%	5, 6, 7
3. Drop-in sessions (optional)	Tuesdays 11am	Bonus up to 3%	6, 7

Additional Notes:

1. Reader response papers

80%

You are expected to submit 8 reader response papers, out of 10 available topics, 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.

Please note: You may submit up to 10 reflection papers (1 for each topic). At the end of the semester, only the 8 highest grades will count toward your final grade.

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;
 - etc.
- 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 and I will look for evidence that you have actually read the course material when grading your papers.

Format for submissions:

- APA referencing is only necessary if you want to cite materials other than those on your reading list.
- 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. CourseLink Discussion Forums Posts

20%

From the 10 available topics, you can choose to write 8 discussion response sets to a given discussion topic/question posted in the CourseLink Discussion area. These are **due on Wednesdays at 5pm**.

A response set consists of two parts:

- Part 1 = Post a personal response (Max = 250 words)
- Part 2 = Post a response to one of your peers' responses (Max = 250 words)

Please feel free to continue the discussion with your peers by responding to each other's responses. If you do make more than 2 posts, we will **only grade the first 2 responses** that you post.

It is expected that the readings will help to inform your responses and so you should refer to the readings at least once in each post. No APA citations are necessary in these posts.

Each response set that you complete will earn you 2.0% towards your final grade in the course (16% total). At the end of the semester, one of your response sets will be chosen at random and graded for quality (4% total). Given this approach to grading, **you are encouraged to be thoughtful and careful each and every time you post**. See the attached rubric for how these will be graded.

Your personal response and peer response posts must be titled using the following naming convention:

- LastName_FirstName_PersonalResponse_Date
- LastName_FirstName_PeerResponse_Date

3. Drop-in sessions (optional) (bonus 3%)

Every Tuesday at 11am I will hold a drop-in session (<https://zoom.us/j/92370258873>) where you can chat with me and each other about the course content. This will NOT be a synchronous online class and more of an optional drop-in office hours session. I'll record the session and post it to Courselink. There will be 10 sessions. You can earn 3% bonus marks if you attend 8 or more of these sessions.

Course Resources

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

Course Policies

Grading Policies

See above.

Re-Grading of Assignments Policy

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dissatisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

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. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online*Privacy Rights*

Lectures held via Zoom may be recorded for the purpose of later review. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Recording of Lecture Materials

The University of Guelph's primary mode of course delivery has shifted from face-to-face instruction to remote and online learning due to the ongoing COVID-19 pandemic. As a result, some learning activities (e.g., synchronous lectures or student presentations) may be recorded by faculty, instructors and TAs and posted to CourseLink for grading and dissemination; students may be recorded during these sessions.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the

University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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. 56208 or email accessibility@uoguelph.ca or see the website: [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 April 12, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).