

PSYC*4310, Course Outline: Winter 2018

General Information

Course Title: Advanced Topics in Social & Applied Social Psychology: Gender Across Culture

Course Description:

This course will introduce students to the ways in which social psychological theories, methods, and research have been applied to gender relations across cultures. A double vision is adopted in the course by including a cross-cultural perspective on gender research. The two main goals of this course are:

1. To help you develop a solid understanding of psychological perspectives, theories, and research of gender across cultures.
2. To recognize the complexity of conducting research cross-culturally.

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Winter 2018

Class Schedule and Location: Tuesdays & Thursdays 11:30 am - 12:50 pm, MCKN 227

Instructor Information

Instructor Name: Prof. Saba Safdar

Instructor Email: ssafdar@uoguelph.ca

Office location and office hours: 4017 MacKinnon Building,
Tuesdays 4:00-5:00 pm and by appointment

GTA Information

Beggs Tom, Email: beggsr@uoguelph.ca

Slemon Kathleen, Email: kslemon@uoguleph.ca

Office hours by appointment only

Course Content

In this course we examine (1) cultural values and beliefs about gender roles and (2) the role of culture and gender in social processes.

Specific Learning Outcomes:

- (1) Define and describe various psychological principles, theories, and research findings related to cross-cultural and cultural research on gender.
- (2) Explain how various cultural factors interact to define gender roles.
- (3) Demonstrate ability to evaluate and integrate both quantitative and qualitative research in relation to culture and gender.
- (4) Apply course materials to broader psychological research and life experiences.
- (5) Demonstrate ability to find, integrate, evaluate, and determine the gaps in the psychological literature regarding cultural impact on gender.
- (6) Demonstrate ability to design and/or evaluate the merits of cross-cultural research on gender roles.
- (7) Communicate an argument orally based on relevant findings and gaps in cross-cultural research on gender roles.
- (8) Communicate an argument in writing based on relevant findings and gaps in cross-cultural research regarding gender roles.

Lecture Content:

Date	Lecture Topic
January 9 th	Course Overview
January 11 th	Introducing Cross-Cultural Research on Gender
January 16 th	Deconstructing Femininity & Masculinity Cross-Culturally Reading: Elena Makarova & Walter Herzog (2015). Gender Roles Within the Family: A Study Across Three Language Regions Of Switzerland (Chapter 11).
January 18 th	Gender Stereotype Across Cultures
January 23 rd	Feminism & Psychology: A Focus in North America and Western Europe
January 25 th	Group Discussion Reading: Judith L. Gibbons & Sandra E. Luna (2015). For Men Life is Hard, for Women Life is Harder: Gender Roles in Central America (Chapter 14).

January 30 th	Feminism & Psychology: A Focus in South America and Eastern Asia
February 1 st	Group Discussion Reading: Soledad de Lemus' Pilar Montañés' Jesús L. Megías & Miguel Moya (2015). Development of gender prejudice from childhood to adulthood: a Spanish perspective (Chapter 10).
February 6 th	Gender & Sexuality Across Cultures
February 8 th	Group Discussion Reading: Anna-Emilia Hietanen & Susan Pick (2015). Gender stereotypes, sexuality and culture in Mexico (Chapter 13).
February 13 th	Midterm 1
February 15 th	The Logic (or Lack) of Cultural Practices: Polygamy, Female Circumcision, Arranged Marriages
February 19-23	No class scheduled (Winter Study Break)
February 27 th	Group Discussion Reading: Małgorzata Mikołajczak & Janina Pietrzak (2015). A Broader Conceptualization of Sexism: The case in Poland (Chapter 8).
March 1 st	The Experience of Immigrants and Refugees: A Gender & Cultural Analysis Reading: Marta Y. Young & K. Jacky Chan (2015). The Psychological Experience of Refugees: A Gender and Cultural Analysis (Chapter 1).
March 6 th	Group Discussion Reading: Márta Fülöp & Mihály Berkics (2015). Perception of gender differences in competition in the post-socialist Hungary (Chapter 9).
March 8 th	Gender and Health Inequalities Across Cultures Reading: Amina Abubakar (2015). Gender and Health Inequality in Africa: The Case of HIV (Chapter 18).
March 13 th	Group Discussion Reading: Konstantin O. Tskhay & Nicholas O. Rule (2015).

Sexual Orientation Across Culture and Time (Chapter 3).

March 15 th	Culture and Gender Appropriate Health Intervention Programs Reading: Angela R. Robinson & James H. Liu (2015). Comparative Approaches to Gendered Interventions in New Zealand Mainstream and Ethnic Communities (Chapter 16).
March 20 th	Group Discussion Reading: Charity Akotia & Adote Anum (2015). Gender, Culture, And Inequality In Ghana: An Examination Of Socio-Cultural Determinants Of Gender Disparity (Chapter 17).
March 22 th	The Future of Gender & Culture Research
March 27 th	Midterm 2
March 29 th	Group Project Presentations
April 3 rd	Group Project Presentations
April 5 th	Group Project Presentations

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Exam 1	February 13 th , 2018	20%	LO # 1, 2, 3, & 8
Exam 2	March 27 th , 2018	20%	LO # 1, 2, 3, & 8
Class Participation	-	20%	LO # 1, 2, 3, 4, 5, 6, & 7
In-Class Presentation	March 29 th , April 3 rd , or April 5 th	25%	LO # 1, 2, 3, 4, 5, 6, & 7
Thought Papers	April 6 th , 2018	15%	LO # 4 & 8

Additional Notes:

The final grade is based on two exams, one group presentation, three thought papers, and in-class participation. The exams are not cumulative. The examinations will cover assigned readings, lecture material, and discussion content. The exam will consist of short answer questions. I will provide you with example questions before each exam.

(1) Exam 1 (20%)

The exam covers all assigned readings, lecture material, and discussion content from January 9th to February 8th, 2018.

(2) Exam 2 (20%)

The exam covers all assigned readings, lecture material, and discussion content from February 15th to March 22nd.

(3) In-Class Presentation (25%)

With the approval of the instructor, you and your group will select the topics for in-class presentation. You and your partners (three other students) will be responsible for:

- A. Handing in a proposal of your presentation on March 6th.
Note: The proposal is marked after your presentation because the grading includes your ability to incorporate feedback. (3/25)
- B. Presenting on your topic to the class. Your presentation should be a review and critique of selected literature on a topic relevant to the psychology of gender across cultures. It should examine a relevant concept and compare, at least, two cultures with reference to the topic. (12/25)
- C. Providing me with a list of references and your speaker's notes. (5/25)
- D. Moderating the class discussions. (5/25)

I will provide more information about the requirements for the student presentations on CourseLink. The same grade will be given to all four members of the group.

(4) Class Participation (20%)

The class participation grade will be evaluated from two sources:

1) Two in class evaluations running from January 25th to March 22nd (10%)

These evaluations will each be marked out of 5. One of these evaluations could come from you leading your group discussion and the other evaluation will come up randomly. If you are absent on the day you are to be evaluated, you will get zero for one of these evaluations. If you provide a reasonable explanation for an absence or provide advanced notice of an absence your evaluation will occur on a different day.

2) Student evaluations (10%)

You will be required to evaluate your peers' presentations (a total of nine presentations; you will not evaluate your own presentation). The evaluations are due 24 hours after the last class, at 11:59 pm on Friday April 6th through drop-box. Each evaluation that is not done in its entirety will have 1 point reduced (e.g., if you miss three presentations (i.e., one day), your total possible score is reduced to 3 out of 10).

(5) Thought Papers (15%)

You will write a collection of TWO thought papers based on the presentations of the student presenters. Each thought paper should be short (no more than two double spaced pages for a total of 4 pages). You are free to write whatever you wish except that: (a) the papers cannot be simple summaries of the presentations and class discussion; (b) the papers should refer to the presentations or class discussion. I will provide more information about the requirements for the thought papers on CourseLink.

The collection of two thought papers is due 24 hours after the last class at 11:59 pm on Friday April 6th. The collection of two thought papers should be submitted through dropbox in CourseLink. Each paper should be on one of the student presentation topics and you can pick the two that you wish to write on, but you cannot write a thought paper on your own presentation topic.

Course Resources

Required Texts:

Safdar, S. & Kosakowska-Berezecka, N. (Editors, 2015). Psychology of Gender Through the Lens of Culture: Theories and Applications. New York: Springer. DOI 10.1007/978-3-319-14005-6

All the Readings are from the above edited book. The book is available electronically at the University of Guelph library.

Other Resources:

The lecture notes and additional information will be available through CourseLink. The lecture notes for each week are available at the end of that week. The results of examinations and the grades for all assignments will also be posted and regularly updated on CourseLink. All relevant course messages will be posted on CourseLink. You are responsible to check CourseLink on a regular basis to avoid missing messages that are posted and to ensure the accuracy of your grades, which are regularly updated on CourseLink.

Course Policies

Grading Policies

If you miss an exam, you have to provide supporting documentations to get permission for the make-up. There is no make-up or late submission for thought papers.

[Undergraduate Grading Procedures](#)

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

Electronic recording of classes is not allowed 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 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. 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

Please check the last date to drop one-semester courses, without academic penalty. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)