

PSYC*3300 The Psychology of Gender, Course Outline: Winter 2025

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 synchronous virtual format. The course has a set day and time 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 and health, gender and culture, and violence and social media.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2025

Class Schedule and Location: Tuesdays and Thursdays 1:00pm-2:20pm, Zoom

Link will be made available on CourseLink

*On campus break out room: Location TBD

Instructor Information

Instructor Name: Rima M. Hanna

Instructor Email: hannar@uoguelph.ca

Office location and office hours: by appointment

GTA Information

GTA Name: Brianna Martey

GTA Email: bmartey@uoguelph.ca

GTA office location and office hours: by appointment

GTA Name: Michelle Raitman

GTA Email: mraitman@uoguelph.ca

GTA office location and office hours: by appointment

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 short research paper, 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, media content, short quizzes, and class discussions.

Week	Class #/Date	Lecture Content	
1	1: Jan 7	Intro/Course outline overview	
	2: Jan 9	Academic articles & writing/Language	
2	3: Jan 14	History of sex & gender research	
	4: Jan 16	Dysphoria & euphoria Participation responses 1 due before midnight	
3	5: Jan 21	Social psychological theories: intersectionality / mythical norm	
	6: Jan 23	Social psychological theories: conformity & compliance / SIT Participation responses 2 due before midnight	
4	7: Jan 28	Gender fluidity & trans identities	

	8: Jan 30	Masculinity in crisis; Femininity in flux Participation responses 3 due before midnight Reflection Paper 1 due before midnight Friday January 31st	
5	9: Feb 4	Theories of gender: evolutionary	
	10: Feb 6	Theories of gender: feminist Participation responses 4 due before midnight	
6	11: Feb 11	Theories of gender: psychoanalytic	
	12: Feb 13	Theories of gender: amalgamation Participation responses 5 due before midnight	
	BREAK		
7	13: Feb 25	Bodies & health	
	14: Feb 27	Neurodiversity Participation responses 6 due before midnight Reflection Paper 2 due before midnight Friday February 28th	
8	15: March 4	Culture, rituals, & traditions	
	16: March 6	Gender cross-cultures: South America Participation responses 7 due before midnight	
9	17: March 11	Gender cross-cultures: Southwest Asia & North Africa (SWANA)	
	18: March 13	Gender cross-cultures: South Asia Participation responses 8 due before midnight Culture + Gender research paper due before midnight Friday March 14th	
10	19: March 18	Coercion & violence	
	20: March 20	Coercion & violence Participation responses 9 due before midnight	
11	21: March 25	Culture jamming & media	
	22: March 27	Social media Participation responses 10 due before midnight	
12	23: April 1	Gender euphoria part 2	
	24: April 3	Course wrap-up Participation responses 11 due before midnight Culture jam project due before midnight Saturday April 5th	

Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation (attendance + written responses + in-class quizzes*)	Tuesday and Thursdays starting Week 2; written responses due Thursdays before midnight	$22 \times 2\%$ ($11 \times 4\%$) = 44%	1, 2, 3, 4, 5, 6, 7
Response papers	January 31 st before midnight and February 28 th before midnight	$13\% \times 2 = 26\%$	1, 2, 3, 4, 5, 6, 7
Culture + Gender research paper	March 14 th before midnight	15%	1, 2, 3, 4, 5, 6, 7
Culture jam project	April 5 th	15%	1, 2, 3, 4, 5, 6, 7
Bonus marks (Participant Pool)	By end of pool	2%	

Additional Notes:

1. Participation (Attendance + responses + in-class quizzes*) 44%

Class attendance (taken each class) and participation (via submitted written responses) are a significant part for this course and your grade. Students **do not** have to speak during class, nor will they be graded on what they say in class if they choose to engage in discussion. Marks for participation will come from both attendance and submitted responses to Dropbox on Courselink.

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 12, there are 11 opportunities to submit participation responses to Courselink. You need to submit Thursdays before midnight. If you attend both courses 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 in the week, you can still submit modified participation, but for 1/3 of the marks.

Detailed instructions for participation responses will be given through Courselink in addition to what is below.

For each class, you will write responses to each of the following questions:

IF YOU ATTENDED CLASS (one or both):

TUESDAY

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

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

THURSDAY

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

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

IF YOU DID NOT ATTEND CLASS:

TUESDAY

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

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

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

THURSDAY

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

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

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

** Please indicate at the top of your submission if you attended both classes, one class, or neither classes. Please be honest! I will have the attendance on hand to cross-check. **

2. Reader response papers (2 x 15%) 30%

You will submit **TWO** short reflections (600-900 words) in response to the readings for a given weeks prior to the due dates (January 31st and February 28th). They should rely on a close reading of the texts or course material and respond to one or more of the main arguments/issues. Feel free to comment on their relevance to your own thinking and research interests, but **do not merely summarise material**. Referencing is necessary when you use course material or if you use additional sources. 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 theories of gender 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.
- 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
- 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 submissions: 10% per day up to a maximum of 3 days, after which you will receive zero.

3. Gender + Culture research paper 15%

You will submit a research paper on a non-Western culture of your choosing and their ideas of gender. This is due March 14th. You may choose one of the cultures from our course material on gender cross-cultures or another culture not included. This is a short research paper, so you need to be selective on details that you find to be the most interesting. You may include a reflective portion in this paper where you link your understandings of gender from a Western perspective to the culture you are researching.

Format for submissions:

- **APA referencing is necessary for citing materials on your reading list and anything else you choose.**
- Length is 1000-1500 words
- You must use at least 3 peer-reviewed sources, including course material.
- You are free to use other sources and course material as well.
- 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 submissions: 10% per day up to a maximum of 3 days, after which you will receive zero.

Detailed instructions will be given through CourseLink.

4. Culture jam project 15%

A culture jam is a critical arts-based tactic used by anti-consumerist social movements to disrupt or subvert media culture and its mainstream cultural institutions. We can use culture jamming to identify, analyze, and challenge social norms and ideas on gender.

For this project, you will be jamming an advertisement or commercial or social media page or magazine or government campaign or etc. It can be from any time and from any country. If it is not in English, please make sure to properly translate to English for me.

Your main tasks will be to identify the dominant messages of gender that is being communicated, and then engage in a jam (ex., parody, satire, surrealism, sarcasm, dry humour; art mediums could be visual art (drawing or marking up an image), photography, film, Canva poster, collage, meme, comic, etc). There will also be a short-written component where you will explain your reasoning and your process. You will be given freedom of choice for your jam, it just needs to be uploaded and accessed by me via Dropbox on CourseLink. For example, if you choose to film a short video on your phone that parodies a popular commercial, you could upload it as a private video on Youtube then upload the link and your write up to Dropbox.

This is meant to be a fun and creative project to end our class, rather than a final exam or a final paper. You do not need to be artistic, and this does not need to be polished. I am hopeful for meaningful engagement and critical thinking.

This will be due April 5th.

Detailed instructions will be given through CourseLink.

4. Bonus Marks 2%

You have the opportunity to earn 2% bonus marks by participating in studies posted through the participant pool. More information will be posted on 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. These will be posted a few days prior to the start of the week.

Other Resources:

Class slides 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, etc.) as you may be asked to resubmit work at any time.

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., 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. 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 4th, 2025. 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.