

# **PSYC\*3300, Course Outline: Fall 2016**

## **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:** Fall 2016

**Class Schedule and Location:** Tuesdays and Thursdays 10:00-11:20, Mackinnon Building 120

## **Instructor Information**

Instructor Name: Thomas Sasso

Instructor Email: [tsasso@uoguelph.ca](mailto:tsasso@uoguelph.ca)

Office location and office hours: Wednesdays from 9:30-11am in MacKinnon 545.

## **GTA Information**

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: TAs will not hold regular office hours. If you require a meeting, please email them.

## **Course Content**

**Specific Learning Outcomes:**

1. Define and describe various principles, theories, and research findings related to gender and 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 men and women's lives across a variety of contexts.
5. Demonstrate ability to find, understand, and evaluate discourse (especially academic discourse) related to psychology and gender.
6. Demonstrate ability to communicate academic research clearly and succinctly.

**Lecture Content:**

Class meetings will utilize multiple formats to enhance opportunities for learning by creating engaging activities and discussions. Activities may include, but are not limited to, instructor lectures, guest lectures, group discussions, active learning sessions, flipped classrooms, videos, and work sessions. Attendance at the class meetings is essential for students' success to achieve the course learning outcomes due to the opportunity to actively engage with course material at a higher level. Come to class ready to participate and engage in activities.

Lecture slides will be available on CourseLink before each class meeting. Students are required to read the assigned readings before coming to class. The instructor will not cover all of the content from the readings in the lecture; therefore, class meetings are the ideal time to ask questions of clarification on content not covered in the lecture.

**Class Schedule:**

Date	Lecture Topic	Readings	Tasks Due
Sept 8 <sup>th</sup>	Introduction	Ch. 1	
Sept 13 <sup>th</sup>	History of Gender Research	Ch. 1 & 2	
Sept 15 <sup>th</sup>	Research Methods	Ch. 2	
Sept 20 <sup>th</sup>	Theories in Gender Research	Ch. 5	Case Study 1
Sept 22 <sup>nd</sup>	Theory and Gender Role Attitudes	Ch. 5 & 3	
Sept 27 <sup>th</sup>	Gender Role Attitudes	Ch. 3	
Sept 29 <sup>th</sup>	Empirical Observations	Ch. 4	
Oct 4 <sup>th</sup>	Achievement	Ch. 6	Case Study 2
Oct 6 <sup>th</sup>	Achievement and Communication	Ch. 6 & 7	
Oct 11 <sup>th</sup>	NO CLASS- Rescheduled to Dec 1 <sup>st</sup>		
Oct 13 <sup>th</sup>	Communication & Exam Prep	Ch. 7	
Oct 18 <sup>th</sup>	<b>MIDTERM</b>	Ch. 1-7	
Oct 20 <sup>th</sup>	Relationships	Ch. 8	
Oct 25 <sup>th</sup>	Relationships	Ch. 9	Case Study 3
Oct 27 <sup>th</sup>	Relationships		
Nov 1 <sup>st</sup>	Relationships	Ch. 11	
Nov 3 <sup>rd</sup>	Knowledge Mobilization of Research		
Nov 8 <sup>th</sup>	Work and Employment	Ch. 12	Case Study 4

Date	Lecture Topic	Readings	Tasks Due
Nov 10 <sup>th</sup>	Work and Employment	Ch. 12	
Nov 15 <sup>th</sup>	Physical and Mental Health	Ch. 10	Knowledge Mobilization Assignment
Nov 17 <sup>th</sup>	Physical and Mental Health	Ch. 10 & 13	
Nov 22 <sup>nd</sup>	Physical and Mental Health	Ch. 13	
Nov 24 <sup>th</sup>	Social Justice and Politics	TBD	Case Study 5
Nov 29 <sup>th</sup>	Social Justice and Politics	TBD	
Dec 1 <sup>st</sup>	Review and Exam Preparation		

Note: November 4<sup>th</sup>, 2016 is the 40<sup>th</sup> day of classes.

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Five Case Study Analyses and Reflections	September 20 <sup>th</sup> ; October 4 <sup>th</sup> , October 25 <sup>th</sup> ; November 8 <sup>th</sup> ; November 24 <sup>th</sup>	20%	1, 2, 3, 4, 5, 6
Group Knowledge Mobilization Assignment	November 15 <sup>th</sup>	25%	1, 2, 3, 4, 5, 6
Midterm	October 18 <sup>th</sup>	25%	1, 2, 4, 6
Final exam	December 10 <sup>th</sup> ; 8:30-10:30am	30%	1, 2, 4, 6

### Case Study Analysis and Reflection (20%)

Throughout the semester you will be presented with five case studies in the forms of written narratives, articles, video clips, or blogs that highlight contemporary events or issues related to psychology of gender. Using course content and other materials you find, you will be asked to write a 2-page analysis and reflection on the case study (not including title page and references). The purpose of these assignments are to help you apply course content to life events, understand how context impacts the social construction of gender, and recognize your feelings and reactions to current events. Two (2) of your response papers will be randomly selected for evaluation (7% of your final grade, each). The other three (3) response papers will be marked for completion and relevance (2% of your final grade, each). More details for this assignment will be provided during the first week of classes.

### Group Knowledge Mobilization Assignment (25%)

The goal of this assignment is to have you review current psychology of gender literatures within an assigned social context (e.g., schools, workplaces, prisons, families, health care

establishments, etc.) in order to identify current problems and generate recommendations for improving gender-based inequities. The assignment will also prioritize a cross-cultural perspective to develop understanding of gender differences across regions. You will be assigned to groups of 4 or 5 students for this project. As a group you will write a paper (no longer than 12 pages, plus title page and references) and develop a product that could be used to communicate your key findings and recommendations within your designated context (e.g., a poster, PSA, short video, blog, etc.). More details for this assignment will be provided during the first week of classes.

### **Midterm exam (25%) and Final exam (30%)**

The exams for this course will include multiple choice and short answer questions that test your ability to understand, apply, evaluate, and analyze information from the course. You are responsible for all material covered during lectures, assigned chapters and readings, and any other content provided by the instructor throughout the semester. The midterm will cover all materials up to October 18<sup>th</sup>. The final exam will be cumulative, however greater emphasis will be placed on material covered after the midterm.

**Final examination date and time:** Saturday December 10<sup>th</sup>, 2016 from 8:30 am - 10:30 am.

### **Course Resources**

#### **Required Texts:**

Helgeson, V. S. (2016). *Psychology of Gender*, 5<sup>th</sup> Edition. Routledge.

#### **Recommended Texts:**

Caplan, P. J. & Caplan, J. B. (2009). *Thinking Critically about Research on Sex and Gender*, 3<sup>rd</sup> Edition. Pearson.

#### **Other Resources:**

In addition to the required text, the instructor will provide articles, videos, and other content to support the learning environment. These resources will be made available to you on our CourseLink page. Lecture slides, assignment outlines, and other instructional materials will also be made available on CourseLink.

## **Course Policies**

### **Grading Policies**

All assignments are due by 10am on the noted due date on CourseLink. Any assignments submitted after 10am will be penalized with a 10% deduction. For example, an assignment that would have earned a 90%, but was handed in at 10:01am on the due date would now earn an 80%. Any assignments submitted 24 hours or more following a due date will be assigned a grade of zero (0) for non-completion. Exceptions will be made for documented medical or compassionate reasons (see Academic Consideration below).

Keep paper and/or other reliable back-up copies of the assignments as you may be asked to resubmit work at any time or provide evidence of earlier drafts.

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

All group work should be completed as a group, and individuals should be actively involved in all parts of group assignments. Each member of the group must submit a copy of the final product on CourseLink by the assigned deadline to ensure that all group members are actively involved in the process (and to prevent receiving a late penalty). For assignments that cannot be submitted online due to the final product of choice, submissions must be delivered to the instructor by the beginning of the class meeting on the date the assignment is due. Students must make arrangements with the instructor prior to the due date for submissions that will not be online.

Group assignments will be marked collectively such that all students within the group will receive the same grade. In cases where students find themselves in conflict with group members, students should attempt to resolve the issue within the group. Where a resolution is not possible, students should communicate their issues via email to the course instructor. In exceptional cases where students can provide evidence of excessively disproportionate effort and contribution to the group assignment, the instructor reserves the right to assign individual grades within groups.

### **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 the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@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 **November 4th** . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). [Current Undergraduate Calendar](#)