

Psychology of Gender

Tutor: Dr. Jacy L. Young	Class time: 1:00-4:00
Office: AC447	Classroom: AC322
Email: jacy.young@questu.ca	Course website: moodle.questu.ca
Office hours: Mon-Thurs 11am-12pm, Book a 15-minute appointment via https://calendly.com/jacyyoung/	

Course Information

Welcome to Psychology of Gender!

Among the big questions we will address in this class are: What is gender? What is the relationship between sex and gender? How does gender affect our lived experiences? What methods do psychologists use to explore these questions? What ethical considerations arise when psychologists conduct research on and theorize about gender and its effects? What are the implications of this knowledge on individuals and society?

Course Description

How do psychologists understand gender and the role gender plays in our lives? In this course we will survey psychological theories, methods, and findings related to gender, including debates over gender similarities and differences. In doing so, we will critically assess the basis and nature of psychological knowledge on gender and consider its implications. Among the topics that may be addressed: intersectionality, the emergence of gender identity, sexism, masculinity, emotions, gender and work, relationships, cognitive abilities, biological and evolutionary theories, and feminist psychology.

Course Code: 2018/Fall/Block 4 - SOC 3407/Seminar/01

Course Objectives

- To understand how sex/gender shapes people's lives, both in terms of their own lived experiences and their interactions with others
- To understand and assess the various ways psychologists, and others, conceptualize sex/gender and their interrelations
- To analyze and evaluate key theories of sex/gender, their origins, and development
- To effectively communicate information about sex/gender to both academic audiences and the general public

Quest Learning Outcomes

Critical Thinking – Students will learn to evaluate the strengths and weaknesses of arguments about sex/gender similarities and differences, synthesize evidence from different sources, and deploy evidence to support particular positions.

Communication – Students will learn how to synthesize and convincingly present perspectives on sex/gender in their final project, both in written and oral form. They will participate in class discussions and presentations. They will also present information in ways that are accessible to general audiences.

Research – Students will conduct research to locate scholarly work, assess the value of sources, synthesize this information, and identify limitations in particular studies and within the research literature more broadly.

Integration/Breadth – Students will assess and synthesis information on sex/gender from multiple disciplines, including the life sciences, social sciences, and humanities

Ethics – Students will understand ethical dimensions of psychological research and theory that engages with sex/gender, assess these issues, and employ their own ethical principles.

Quantitative Reasoning Skills – Students will learn how to read and understand quantitative information as presented in scientific research articles, including that presented in graphs.

Course Materials

All assigned course materials, including readings and detailed descriptions of assignments, are available on Moodle. You are expected to come to each class with, and having done, the assigned reading for the day. This is a reading intensive course and you can expect to be reading 50+ pages of sometimes dense research or theoretical material per day. Start reading early!

Mark Breakdown

Citizenship and Engagement	Individual	Graded	10%
Weekly Reflections	Individual	Pass/Fail	10%
Discussion Leadership	Pairs	Graded	15%
Gender Based Analysis	Individual	Graded	15%
Media Analysis	Individual	Graded	15%
Final Project and Presentation	Group & Individual	Graded	35%

Full assessment details can be found on Moodle. Failure to complete any component of the course will result in a failing grade in the course.

Grades

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	0-59

Communication

When in doubt contact me sooner rather than later!

Office hours and appointments: I have set office hours for this course. Please schedule a 15 minute appointment during my office hours on Calendly a minimum of 1 hour ahead of time (see the top of the syllabus for the Calendly url). If you have missed office hours and want to come by my office, you are welcome to drop by, however I reserve the right to schedule an appointment at our earliest mutual convenience.

Email: I check my email regularly during the work day and will make my best effort to respond to you ASAP. If it is an emergency/urgent, please put this in the subject line of the email. I check my email infrequently on weekends, so you will have to wait longer for a response.

Assignment Submissions

Assignments are to be submitted as Microsoft Word documents on Moodle, except where otherwise noted. All graded assignment submissions must be accompanied by a completed rubric on which you self-assess your work in terms of the specified assignment criteria. Failure to submit a completed rubric will be considered a failure to submit that assignment. Self-assessments must also be submitted following discussion leadership and presentations.

Work submitted even 1-minute past deadline will be considered late. Late work will be penalized by 20% if submitted within 24 hours of the deadline and 40% if it is submitted within 48 hours. Late work will not be accepted more than 48 hours after the deadline.

Citizenship and Engagement

Citizenship:

There is an expectation for you to be a good class citizen. This includes, but is not limited to:

1. **Attend every class, arrive on time** each day, and return from break on time.
2. **Do not bring food to class.** There is no food allowed in the classrooms. No exceptions. (Beverages are okay.)
3. **Respond to my emails.** Your emails to me need to be professional. (In other words, please have a greeting and sign your name!)
4. **Visit the course Moodle site regularly.** This is where the syllabus, course readings, assignments, and rubrics are posted. It is also where any course changes will appear.
5. **Treat everyone in the class with respect.** This goes without saying, but I'm going to say it none-the-less. Everyone is in this class to learn (you included), which means that everyone is welcome to ask questions.
6. **Turn off your cellphone.** Better yet, leave your cellphone at home during class time.
7. **Use your computer for class related activities only.** This means that you are not to check your email, Facebook, Twitter, Instagram, or whatever else the kids are using these days.
8. **Hand stuff in on time.** Due dates are clearly marked in the syllabus and assignment descriptions. Write them down now so you are not surprised by them during the course.

Engagement:

Your participation in class discussions and activities is essential to the success of this course. In order to contribute meaningfully you need to have done all the readings **before class**. Come prepared and we can expect a great discussion and productive activities. Don't and class will be a flop.

As part of engagement you are required to **post two discussion questions** about the days' readings to Moodle by **10am each class day**. These questions must engage with the content of at least two of the days' readings. When posting your questions on Moodle read over questions already posed by your classmates and make sure you are not duplicating questions that have already been asked. Instead, build on previous questions in posting your questions.

A-level citizenship and engagement requires following all of the above citizenship guidelines, posting as described on Moodle each day, as well as consistently coming to class prepared to discuss the assigned readings in depth, to apply concepts from the assigned readings to add new insight into class discussions, and consistently treating one's classmates respectfully.

B-level citizenship and engagement requires following all of the above citizenship guidelines, posting as described on Moodle each day, as well as consistently coming prepared to discuss the assigned reading in depth, and consistently treating one's classmates respectfully.

C-level citizenship and engagement requires following all of the above citizenship guidelines, posting as described on Moodle each day, as well as consistently coming prepared to discuss the assigned reading at least on a general level, and consistently treating one's classmates respectfully.

D-level citizenship and engagement means following all of the above citizenship guidelines, inconsistently posting on Moodle, as well as inconsistently coming to class having done the assigned reading, or frequently being unprepared to discuss it, but consistently treating one's classmates respectfully.

F-level citizenship and engagement means failing to follow the above citizenship guidelines, failing to post on Moodle each day, as well as rarely coming to class prepared to discuss the assigned readings.

Discussion Leadership

On the first day of class you will sign-up in pairs to lead class discussion(s) on one of the readings assigned on a given day. In total, you will be in charge of leading 45 minutes of class time. As part of your discussion leadership you and your partner must briefly summarize the reading (max. 5 minutes), lead a discussion on the reading with your classmates, and design an interactive activity that extends, applies, or otherwise enriches the material presented in the reading. You will be evaluated on your ability to effectively summarize, foster discussion, and critique a reading, as well as the effectiveness of your activity in furthering class learning. See Discussion Leadership Rubric on Moodle for more details.

Course Policies

Attendance:

Attendance at all class sessions is mandatory. If you need to miss a class for a medical or personal emergency, please be in touch with me ASAP. It is your responsibility to ensure that you obtain notes, handouts, etc. from any missed classes. Outside of documented emergencies, missing two or more classes will result in an automatic class failure.

What happens if I have a non-academic emergency?

1. **You are sick:** get in touch with me ASAP. If you are going to miss more than two days of class, please bring a doctor's note.
 - a. Quest Health Services page: <https://questu.checkappointments.com/>
 - b. Howe Sound Clinic
2. **You have a personal emergency:** get in touch with me ASAP to let me know you are missing class. There are a number of resources on campus to help students:
 - a. Your floor representative and your village advisor
 - b. Email counsellor@questu.ca for appointments with Campus Counsellors (M-F from 9-5)
 - c. Howe Sound Mental Health Service (1-800-785-7370)
 - d. Vancouver Coastal Health (1-604-892-6365)
 - e. Crisis Counselling and Suicide Prevention 24-hour crisis line (1-800-784-2433)

What happens if I'm having an Academic Emergency?

I understand that course material can be very overwhelming. We have resources for you should you need help academically.

1. **Me!** See office hours, communication.
2. **Peer tutors at the Learning Commons:** Peer tutors at the learning commons are there to assist you with your Quantitative Reasoning and Rhetorical needs.

Academic Accommodation:

Students experiencing learning challenges must meet with me to discuss their Academic Accommodation Plans. Please come talk to me about any accommodations by the end of day 2.

Academic Integrity:

In accordance with the University policies on academic honesty (see Calendar for more details), plagiarism and cheating will not be tolerated in the course. Any offenses will be immediately reported to the Chief Academic Officer and the Social Science Division Co-ordinator. The work you submit must represent your own intellectual efforts and use your own words.

Important Dates/Other Questions:

In case you have any questions about important dates (drop-dates, etc), you can find this information on the portal under the registrar FAQ. Please feel free to come talk to me at any time and I will do my very best to help you!

Schedule

Date	Topic	Readings and Due Dates
Week 1: What are Sex and Gender Anyway?		
November 26	Feminist Psychology	Shields (1982), Bohan (1993)
November 27	Sex Differences?	Wood & Eagly (2002), Joel, et al. (2015), van Anders (2013)
November 28	Developing Gender	Martin, Ruble, & Szkrybalo (2002), Zosuls, et al. (2009), Boe & Woods (2018)
November 29	Adolescent Realities	Bartini (2006), Calder-Dawe & Gavey (2016)
November 30	Gender+	Bowleg (2008), Corby, Hodges, & Perry (2007), Calabrese, et al. (2015)
December 1		Due: Gender Based Analysis
December 2		Due: Weekly Reflection
Week 2: What Binary?		
December 3	Sex and the Body	Fausto-Sterling (2000), Sanz (2017)
December 4	Intersex Lives	Gough, et al. (2008), Lundberg, et al. (2016), Cools, et al. (2018)
December 5	Trans Lives	Ching & Xu (2018), Fast & Olson (2018), Olson, et al. (2016), Russell, Pollitt, & Grossman (2018)
December 6	Queering/Querying Gender	Yu, et al. (2017), Joel, et al. (2014), Levitt, et al. (2018)
December 7	No Class: Group Meetings	Due: Annotated Bibliography
December 9		Due: Weekly Reflection
Week 3: Our Gendered Lives		
December 10	Sexism	Glick & Fiske (2001), Bigler & Leaper (2015), PettyJohn, et al. (2018)
December 11	Androcentricism	Cuddy, et al. (2015), Hegarty, Lemieux, & McQueen (2010), Bailey & LaFrance (2017)
December 12	Masculinities/Femininities	Munsch & Gruys (2018), Banchevsky & Park (2016), Tolman, Davis, & Bowman (2016)
December 13	Media Matters	Brescoll & LaFrance (2004), Jenkins, et al. (2018), Gillig, et al. (2018)
December 14	Media Analysis Presentations	
December 16		Due: Weekly Reflection
Week 4: Wrap Up		
December 17	Women and the Workplace	Brescoll & Uhlmann (2008), Dickens & Chavez (2018), Woodzicka & LaFrance (2001)
December 18	Final Project Presentations	Due: Multi-Media Resources & Reference List
December 19	Final Project Presentations	Due: Final Project Paper

**schedule is tentative and subject to change*