

Psychology 439
Psychology of Gender
Winter 2018

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Course Description

Gender has been thought of as a system of power relations, a means of structuring social relations, and a constraint on people's identities and social practices. In this course, you will be introduced to gender scholarship that emphasizes gender as a culturally embedded social practice. Thus, you will learn what this means in terms of a theory of gender and research on gender-related topics. In order to understand the relevant gender research, you will also be introduced to some of the basics of interpretative research. The specific gender topics that we will explore include gender and children's development, equality and inequality in heterosexual couples, coercion in heterosexual encounters, body size and women's eating problems, gender and mental health, and a critical evaluation of the tradition of sex-differences research.

The learning environment will be a hybrid between the traditional lecture model and a problem-based learning model. This means that the lectures, readings, class discussions, as well as your own background and knowledge, and your use of other sources, such as libraries and the web, are all resources for you to use in addressing gender-relevant problems. In practice, this means relatively frequent testing and addressing questions about the meanings of gender through several assignments. Some of these assignments involve collaborative learning, that is, working in groups in class with the assistance of the instructor. In this way, students will benefit from the knowledge generated by the group and the deepening of knowledge that occurs when they share their understandings with others.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe the theoretical foundations of the concept gender	Tests, assignments, minute papers	1,4	A
Describe how gender is implicated in several areas of psychological study, including development, intimate relationships, and mental health	Tests, assignments, minute papers	1,2,4,5,7	A
Describe the theoretical foundations and methods of interpretative research	Tests, minute papers	3,4,5	A

Apply concepts and methods discussed in the course to analyse how gender works in the social world	Tests, assignments	1,2,3,4,6,7	A
Critical reading of primary research literature	Reading reactions, tests	1,2,4	A
Work effectively in groups to address gender topics	Assignments	1,2,3,4,5,6,7	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 312, one of 345 or 351, and admission to the Psychology major or Honours program.

Required Text

Magnusson, E., & Marececk, J. (2012). *Gender and culture in psychology: Theories and Practices*. Cambridge, UK: Cambridge University Press. [Available in the University of Calgary bookstore]

A set of readings will be available electronically through the library. The list of readings and dates when you need to read them will be available on the Desire2Learn (D2L) site for this course.

I will post powerpoint slides and other course information on D2L.

Assessment Methods

Final course grades will be based on the following components:

1. Reading reactions (16%)
2. Minute papers (6%)
3. Tests (30%)
4. Assignments (24%)
5. Final assignment (24%)

Reading reactions (16%): The purpose of this assignment is to assess your understanding of the readings, encourage you to read critically, and prepare you to participate in class.

There are **FIVE** opportunities to do this assignment (see course schedule): **January 16,25; February 13; March 1, 20.**

For each of these weeks, you will answer the following two questions about the assigned journal article (you may not write a reading reaction for a textbook chapter):

- (1) What is the author's primary argument or thesis (i.e., key point)? Write a maximum of 1-3 sentences articulating **the** key point.
- (2) Do you agree with the key point? Why or why not? Write a maximum of 1-3 sentences explaining your position.

These assignments are to be handed in at the beginning of the class when they are due. Bring a print copy for me and either a print or digital copy for yourself (you may want to refer to it during class). Late assignments will not be accepted.

A grading rubric is posted on D2L. In calculating your grade for this assignment, I will use the **best 4** out of **5** papers, which means that each reading response will contribute 4% to your final grade.

If you miss a class for medical reasons and provide me with documentation (a doctor's note or Physician/Counselor statement), you will have the option of handing in a reading reaction for the missed class within one week of the original deadline OR having your final grade based on the remaining five papers. If you miss a class for non-medical reasons, I will not accept a reading reaction for that week and will calculate your grade based on the remaining four papers.

Minute papers (6%): The purpose of this assignment is to assess your understanding of lecture material and encourage you to critically engage with it. In particular, can you sift through the details and abstract the central points? Can you identify gaps in the knowledge provided that leave certain questions unanswered? Can you identify areas of confusion, where you are not entirely clear on a point? At the end of each lecture, you will have three minutes to answer the following two questions:

- (1) What are the **TWO** most important points from this lecture?
- (2) What is **ONE** question that you still have about the lecture topics?

This assignment will be done on paper (you must bring your own) and handed in after the 3 minutes are up. In the following class, I will provide feedback on the points identified and the questions asked by the class as a whole.

Graded as pass/fail. To obtain a Pass, you must complete the assignment in full, i.e., fully answer both parts (1) and (2). Beginning **January 16**, you will have **6** opportunities to complete this assignment (see the course schedule). Each minute paper will contribute 1% to your final grade.

Dates for the minute papers are: **January 16, 23; February 8, 15; March 15, 22**

If you miss a class for medical reasons and provide me with documentation (a doctor's note or Physician/Counselor statement), you will be excused for the papers covered by your documentation (this means that your final grade will be based on the remaining papers). If you miss a class for non-medical reasons, you will forgo the potential point for that week.

Tests (30%): The **three** tests will cover material presented in the lecture, the textbook, and assigned readings. They will be noncumulative, although due to the nature of the course content, later knowledge builds on that acquired earlier. The test format is short answer, which in this case means a few sentences to a paragraph. During tests, you will be allowed only the printed test and pen or pencil (erasers are also okay). Each test is worth 10% of the final grade.

See the department/university policy on Absence from a Test/Exam below.

The following table provides the dates for the tests and the material to be covered:

Test	Date	Material covered
1	Tuesday, Jan. 30	Ch. 1-5 plus readings
2	Tuesday, Mar. 6	Ch. 6-10 plus readings
3	Tuesday, Apr. 3	Ch. 11-15 plus readings

Assignments (24%): The **two** assignments involve two components – (a) group work in class and (b) an individual paper - each of the individual papers is worth 10% of your final grade and each of the group reports is worth 2% of your final grade.

(a) In-class component (4%): For each assignment, you will address a set question that is related to the material covered in the previous test. Each group will work together during the class period. I will be in class to answer any questions and facilitate the group work. For each assignment, you must participate in a different group so that no group will be identical from one assignment to the next (normally, group size will be four students). Each group will **email the** report of their progress to the instructor at the end of class (**I am to receive them by 4:30 pm that day**). This brief report will address their progress in addressing the question and must include the names of all group members. The report should be approximately 500 words. You can consider this to be a rough draft on which to base your individual paper. I will evaluate whether or not this report shows satisfactory progress on the assignment using a 3-point scale, where 0 = completely unsatisfactory; 1= limited progress on the assignment – group members will have to do additional work on the assignment outside of class in order to write their individual papers; and 2 = sufficient progress on the assignment to allow group members to write their individual papers. Each report will contribute 2% toward the final grade.

(b) Individual paper (20%): For each assignment, each student who participated in the in-class group work will submit an individual paper that is based on the group report. I will not accept an individual paper if you did not hand in the group report with a group. The individual paper may be no longer than 1000 words. It will be submitted to the D2L dropbox before midnight on the appropriate due date listed in the table below. Your grade on these papers will reflect the strength of your answer (i.e., how well you addressed the question, both in terms of the logic of your answer – does it make sense? - and the case you made for your answer, e.g., did you back it up with reference to something in the text or some other source?), the clarity of your language and presentation, and the writing style and format. For each assignment, a grading rubric will be provided on D2L before the in-class work.

Both a group report (with your name included) and an individual paper must be submitted for the project to count towards your final grade in this course. Late papers will be accepted with a penalty of 10% per day, including weekends, unless of course there is medical documentation (a doctor's note or Physician/Counsellor statement) to support deferred term work.

Missed assignments will be handled in the same manner as missed tests, i.e., with satisfactory medical documentation that covers the in-class session for a particular assignment, a make-up assignment will be provided.

Assignment	In-class group work	Individual paper due date (before midnight)
1	Thursday, Feb. 1	Thursday, Feb. 8
2	Thursday, Mar. 8	Thursday, Mar. 15

Final assignment (25%): There are three parts to this assignment.

(a) Small group component (2%): This entails group work in class on **March 29**. This time, I will assign each student to a group. I will also select three published research articles that utilize a sex/gender differences approach to a course-related topic and assign each of the articles to three of the nine

groups. You will know your group and assigned article by **March 22**, so that you can prepare by reading the assignment before March 29. As with the other assignments, you must participate in the group work in order to hand in a final paper (this includes the panel discussion).

This assignment centers on sex/gender differences research, which as we will discuss, has been very controversial throughout psychology's history. Each group will evaluate their assigned article in light of the concerns about sex/gender differences that we will be discussing in the course (details will be posted on D2L). Thus, it is very important that you read the article **before the March 29** class. At the end of class, each group will **email** a 500-word (maximum) summary of their discussion of the article **to the instructor** (you have until 4:30 pm that day to send the email). This report will contribute 2% toward the final grade and will be evaluated in the same manner as the other course assignments.

(b) Panel discussion (13%): On **April 5, 10, and 12** the three groups that have analyzed a common article will participate in a panel discussion of the article. Each group will be allotted 10 minutes to present their views on the article. There will be a 10-minute break to allow each group to consider what the other groups have presented. Then the groups will respond to one another's presentations (for about 5 minutes each). Finally, the audience will be invited to ask questions and make comments regarding the discussion and the article (all class members are invited to read all three articles so that they can actively participate).

The groups serving as panelists will be evaluated on their understanding of the article, the thoroughness of their critique, and how well they responded to the other group's presentations (details on what is expected will be posted on D2L). This evaluation counts toward **10%** of the final grade.

Audience members can earn participation points by submitting a minute paper at the end of class (time will be allotted for this). The minute papers will identify **THREE** of the most important points made by the panelists. Each minute paper will count toward 1.5% of the final grade for a possible total of **3%**.

(c) Individual paper (10%): Each student who participated in the in-class group work AND the panel discussion will submit an individual paper that is based on the group work. This paper will take into account both the group's initial position and the group's reaction to the other groups' presentations. I will not accept an individual paper if you did not hand in the group reports with a group AND did not participate in the group's panel discussion. The individual paper may be no longer than 2000 words. It will be submitted to the D2L dropbox before midnight on **Thursday, April 19**. I will provide more details of the assignment in a document posted on D2L.

You must submit both a group report (with your name included) and an individual paper as well as participate in your group's panel discussion for the project to count towards your final grade in this course. Late papers will be accepted with a penalty of 10% per day, including weekends, unless of course there is medical documentation (a doctor's note or Physician/Counselor statement) to support deferred term work.

If you miss the in-class portion of the assignment on March 22 and have satisfactory medical documentation that covers this date, a make-up assignment will be provided.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity/Due Dates	Readings
T Jan 9	Winter term lectures begin. Lecture 1: Intro to the course	
R Jan 11	Lecture 2: Gender and culture in psychology	Chapter 1

		Article TBA
T Jan 16	Lecture 3: Categories and social categorization Reading Reaction #1 Minute Paper #1	Chapter 2 Article TBA
R Jan 18	Lecture 4: Laying the foundation	Chapter 3 Article TBA
F Jan 19	Last day to drop Winter Term half-courses.	
M Jan 22	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
T Jan 23	Lecture 5: Theories of gender Minute Paper #2	Chapter 4 Article TBA
R Jan 25	Lecture 6: A turn to interpretation Reading Reaction #2	Chapter 5 Article TBA
T Jan 30	Test 1	
R Feb 1	Assignment 1	
T Feb 6	Lecture 7: Doing interpretative psychological research	Chapter 6 Article TBA
R Feb 8	Lecture 8: Discursive approaches to studying gender and culture Minute Paper #3 Assignment 1 DUE	Chapter 7 Article TBA
T Feb 13	Lecture 9: Discursive approaches cont. Reading Reaction #3	Article TBA
R Feb 15	Lecture 10: Gender and culture in children's development Minute Paper #4	Chapter 8 Article TBA
Feb 18-25	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Feb 19	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Feb 27	Lecture 11: Identity and equality in heterosexual couples	Chapter 9 Article TBA
R Mar 1	Lecture 12: Coercion, violence, and consent in heterosexual couples Reading Reaction #4	Chapter 10 Article TBA
T Mar 6	Test 2	
R Mar 8	Assignment 2	
T Mar 13	Lecture 13: Women's eating problems and the cultural meanings of body size	Chapter 11 Article TBA
R Mar 15	Lecture 14: Psychological suffering in social and cultural context Minute Paper #5	Chapter 12 Article TBA

	Assignment 2 DUE	
T Mar 20	Lecture 15: Feminism and gender in psychotherapy Reading Reaction #5	Chapter 13 Article TBA
R Mar 22	Lecture 16: Comparing women and men Minute Paper #6	Chapter 14 Article TBA
T Mar 27	Lecture 17: Psychology's place in society, and society's place in psychology	Chapter 15 Article TBA
R Mar 29	Final Assignment	
F Mar 30	Good Friday. University Closed	
T Apr 3	Test 3	
R Apr 5	Panel discussion (Groups 1-3)	
T Apr 10	Panel discussion (Groups 4 6)	
R Apr 12	Panel discussion (Groups 7-9)	
F Apr 13	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.	
Apr 16-26	Winter Term Final Examinations.	
R Apr 19	Individual reports for Final Assignment DUE	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams require an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. **Students who miss a test/exam have up to 48 hours to contact the instructor** and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 13, 2018**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **January 19, 2018**. Last day for registration/change of registration is **January 22, 2018**. The last day to withdraw from this course is **April 13, 2018**.