



UNIVERSITY OF
CALGARY

Department of Psychology
Psychology 439 (L01) – Psychology of Gender
Fall 2008

Instructor:	H. Lorraine Radtke	Lecture Location:	SH 288
Phone:	403-220-5223	Lecture Days/Time:	T/5:00 pm
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Office Hours:	T/2:00-3:00 pm or by appointment		

Course Description and Goals

Gender refers to how cultures define male and female, masculine and feminine. It can be thought of as a system of power relations, a means of structuring social relations, and a constraint on who we are as individuals and our social practices. Consequently, the psychology of gender intersects with virtually every other field within psychology. Hence, we will explore the meaning of gender, the development of gender, gender and social relationships (stereotypes, emotion, relationships, sexuality), and the association of gender with mental health. We will also touch on the distinction between gender and sex. A gender perspective involves recognizing that femininity and masculinity/female and male are defined in relation to one another, and maintains a focus on *similarities and differences*. Rooted in feminist theory and scholarship that was spawned by the second wave of the women's movement, the psychology of gender foregrounds the experiences of girls and women and existing gender inequities and offers a corrective to the historical male bias at the centre of feminist critiques of psychology in the 1960's. The male experience is incorporated, and we will specifically consider some of the research from the developing field of Masculinity Studies. An important theme woven into the treatment of each topic is diversity--it is well recognized that other social differences intersect with gender in shaping our experience.

The learning environment will be a hybrid between the traditional lecture model and a collaborative learning model. Thus, a key course component is a group project, providing students with an opportunity to work together on a gender-relevant problem. Through the sharing of project outcomes with the class, all students will benefit from the knowledge generated by each group.

Required Text

Brannon, L. (2008). *Gender: Psychological perspectives* (5th ed.). Boston: Pearson. [Available at the University of Calgary Bookstore]

Evaluation

Final course grades will be based on four course components:

- Exams (50%)
- Class participation (10%)
- Group project presentation (20%)
- Individual paper based on group project (20%)

(1) **Exams** (50% of final grade): **Three** non-cumulative exams, with multiple choice and short paragraph answer format. Multiple-choice questions will be generated from the textbook, and the short paragraph answer questions will be generated from the lectures. The final exam will be scheduled by the Registrar. Please note that as I have no control over the exam schedule, you are expected to be available whenever the exam is scheduled.

Exam Date	Course Component	Weighting
Sept. 30, 2008 (First 75 min. of class)	Midterm 1 (Brannon, Ch. 1 - 4; Lectures, Sept. 9, 2008 - Sept. 23, 2008)	10%
Oct. 28, 2008 (First 75 min. of class)	Midterm 2 (Brannon, Ch. 5 - 8; Lectures, Sept. 30, 2008 - Oct. 21, 2008)	20%
Scheduled by the Registrar (Dec. 8, 2008 – Dec. 17, 2008)	Final Exam (Brannon, Ch. 9, 10 and 12 -14); Lectures, Oct. 28, 2008 – Dec. 2, 2008	20%

(2) **Class participation** (10% of final grade): A collaborative learning model requires students to actively participate in the learning environment. During the last three classes (Nov. 18, 2008 - Dec. 2, 2008), groups will give a power point presentation on their projects. You will receive 1% for each group project presentation you provide feedback on, not including your own. Students who evaluate all of the presentations will automatically receive the full 10%. You will be required to hand in a completed peer feedback sheet at the end of each presentation. A copy of the feedback sheet is posted on Blackboard so that you can see what is involved, but I will provide the copies needed in class.

(3) **Group project** (20% of final grade): The projects will be completed by groups of three to four students. There are 10 possible topic areas to choose from (see below). Each group will be assigned one area and will be responsible for choosing their own research question or problem to explore within that area. For example, you can focus on a controversy related to the topic area or a practical problem. Although you may not be in a position to come up with a definitive answer to your question or the ideal solution to your problem, the purpose of your project is to utilize information at your disposal to address the question posed or work toward a solution to the problem. The research question or problem will be addressed primarily through library research, but students may also use website sources and media, such as newspaper articles. You are to draw mainly on theory and research in psychology.

Topic areas: gender and intersexuality, gender in childhood, fathering, gender and crime, date rape, gender and race/ethnicity, gender and power, gender and the body, women working in male-dominated occupations, gender and aging.

The method for forming groups and assigning groups to topic areas is as follows: By **Sept. 23, 2008**, all students will provide the instructor with a rank ordering of the 10 topic areas with “1” being the topic area they most want to work on and “10” being the topic area they least want to work on. The instructor will then assign students to groups based on their preferences. Where more than four students identify a specific topic as their first choice, the instructor will randomly select group members. This same procedure will be followed for second and third choices, etc . Group assignments and when each group is presenting will be posted on Blackboard by **Sept. 30, 2008**.

Group members are expected to meet (whether face-to-face or electronically) outside of class time as needed. It is strongly recommended that you meet face-to-face initially in order to get to know one another, but also whenever decisions need to be made, e.g., after individual group members have had a chance to think about the topic area and are ready to propose possible research questions or problems. Making such decisions in person is more efficient because of the dynamic and flexible characteristics of conversation. To make this a positive and academically rewarding experience for all group members, it is important to ensure that group members have a reliable method of communicating with one another, whether by email or phone, as well as an understanding of the availability of individual group members (i.e., how often and when they are available). Some of the project work can be accomplished by individual group members in their own time, but to be successful in producing a project that is integrated and coherent, collaboration is essential.

There are two components:

- **A project plan** (5% of final grade; due **October 21, 2008**) - This plan will include a project research question or problem that is relevant to the assigned topic area and can be addressed with library research; a brief (no more than one page) rationale supporting the importance of the research question; an outline of the research needed to address the topic, including a preliminary reference list; a breakdown of the tasks each group member is responsible for; and a timeline for completion of the tasks. The instructor will review the plan, provide feedback to the group, and award a group grade (i.e., all members of a group will receive the same grade) based on the plan providing satisfactory information as described above.
- **A project presentation** (15% of final grade – 12% assigned by the instructor and 3% assigned by your group members); **Nov. 18, 2008** and **Dec. 2, 2008**) – Each group will prepare a 20-minute power-point presentation, detailing the outcome of the project. The presentation time should be divided more or less equally among the group members. To achieve top marks on this assignment, the presentation should be clear, well organized, and well designed. Importantly, it should reflect the integrated effort of group members and not appear as three or four chunks, created by individual group members, and simply spliced together. The slides must be sent to the instructor the day before the presentation so that they can be posted on Blackboard and made available to other students in the class.
 - In assigning the instructor portion of the grade (12% of your final grade), I will take into account the peer feedback. I will use the same criteria as your peers to assign a grade, assigning a numerical score to each criterion. The peer feedback sheets will be returned to each group, and you will receive written feedback from the course instructor. Please note that a student who misses their group presentation will receive 0% for the instructor portion of the project presentation grade unless they provide documentation for a medical excuse.
 - The 3% awarded by group members will be based on group members' evaluations of one another's project participation (the form can be downloaded from Blackboard). Thus, each group member will receive an individual grade from the other group members. The individual grade will be determined by the consensus of the other group members and will be discussed among all of the group members. In other words, there are no surprises. **The completed project participation forms will be turned in to the instructor during the class in which the group presents.** The purpose of this evaluation process is to encourage good working relations within the group. It is important that all group

members contribute equitably and to the best of their abilities. To be most effective, group members need to develop positive working relationships that are respectful and collaborative, and where differences of opinion, whether about the topic itself or about how to complete the project, can be openly discussed and resolved. In the interests of facilitating good group relations and also to give you some experience with the project participation evaluation process, group members will do an informal evaluation of one another (i.e., the evaluation will have no impact on students' grades) using the project participation forms and following the process described above. **The completed informal project participation forms are to be handed in with the project plan.**

(4) Individual paper (20% of final grade; due **November 25, 2008**) – Each student will submit a paper based on the group project. Although all the members of each group will be drawing on the same material used in the group presentation, each group member is expected to write their own paper in their own words. Care must be taken to avoid plagiarism.

- The paper has a 2000 word maximum. Use 1.5 line spacing and APA reference conventions. Include a title page with your name and the word count. Papers may be handed in to the instructor or in the green box outside A275. Late assignments will be accepted, but will be penalized one letter grade per day (e.g., an A paper handed in on November 24 will have the grade reduced to A-, etc). Students must provide a printed copy of their paper; emailed papers will not be graded.
- The criteria for evaluating the paper will be similar to those used for the project presentation, i.e., How well did you explain the research question or problem? How well did you draw on your sources to answer the question or propose a solution to the problem? In addition, I will take into consideration writing style, organization of the paper, and attention to grammar and spelling.

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. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via bonus credits.

Lecture Schedule

Tues Sept 9	Ch. 1 (The Study of Gender) and Ch. 2 (Researching Sex and Gender)
Tues Sept 16	Ch. 3 (Gender Stereotypes – Masculinity and Femininity)
Tues Sept 23	Ch. 4 (Hormones and Chromosomes) Deadline for rank order of group project topic areas
Tues Sept 30	Midterm 1 and Ch. 5 (Theories of Gender Development) Group project assignments posted on Blackboard
Tues Oct 7	Ch. 6 (Developing Gender Identity)
Tues Oct 14	Ch. 7 (Intelligence and Cognitive Abilities)
Tues Oct 21	Ch. 8 (Emotion) Deadline for group project plan and informal project participation evaluation
Tues Oct 28	Midterm 2 and Ch. 9 (Relationships)
Tues Nov 4	Ch. 10 (Sexuality)
Tues Nov 11	Remembrance Day – University closed
Tues Nov 18	Ch. 12 (Careers and Work) and three group presentations
Tues Nov 25	Ch. 13 (Health and Fitness) and three group presentations Deadline for individual papers
Tues Dec 2	Ch. 14 (Stress, Coping, and Psychopathology) and remaining group presentations
Dec 8 – Dec 17	Final exam scheduled by the registrar

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. 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 Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with

the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam. A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

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 **December 4, 2008**.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and still receive a fee refund is **September 19, 2008**. The last day to withdraw from this course is **December 5, 2008**.