

Psychology 439		Psychology of Gender		Winter 2015	
<b>Instructor:</b>	H. Lorraine Radtke	<b>Lecture Location:</b>	SB 105		
<b>Phone:</b>	403-220-5223	<b>Lecture Days/Time:</b>	TR 12:30-1:45 pm		
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**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, theories of gender development, gender and social relationships (e.g., relationships, sexuality), and the association of gender with mental health. An important theme woven into the treatment of each topic is diversity—it is well recognized that other social distinctions intersect with gender in shaping our experience.

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 address a gender-relevant problem. In practice, this means frequent testing and addressing weekly questions about the meanings of gender. In this way, students will benefit from the knowledge generated by the group.

**Prerequisites**

PSYC 312 – Experimental Design and Quantitative Methods for Psychology

PSYC 345 – Social Psychology or PSYC 351 – Developmental Psychology

**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 on the web or 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, information about where to locate the readings and other course information on D2L.

## Evaluation

Final course grades will be based on the following components:

1. The highest seven quiz grades out of nine quizzes (35%)
2. The highest seven assignment grades out of nine assignments (35%)
3. Final group project and class presentation (25%)
4. Class participation (5%)

## Course Components

1. **Quizzes (35%):** The nine quizzes 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 lowest two quiz grades will be dropped. Each of the remaining quizzes will be weighted 5% for a total of 35% of your final grade. The quiz format is short answer, which in this case means a few sentences. They will be written in the first 15 minutes of class.

There are no make-up tests for this class. If you write less than seven quizzes and have a legitimate, documented medical reason, you can discuss writing an extra paper to make up the difference.

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

Quiz	Date	Material covered
1	Thursday, Jan. 29	Textbook: Ch. 1–5 Lectures/Readings: Jan. 13-27
2	Thursday, Feb. 5	Textbook: Ch. 6 Lectures/Readings: Feb. 3
3	Thursday, Feb. 12	Textbook: Ch. 7 Lectures/Readings: Feb. 10
4	Thursday, Feb. 26	Textbook: Ch. 8 Lectures/Readings: Feb. 24
5	Thursday, Mar. 5	Textbook: Ch. 9 Lectures/Readings: Mar. 19-24
6	Thursday, Mar. 12	Textbook: Ch. 10 Lectures/Readings: Mar. 10
7	Thursday, Mar. 19	Textbook: Ch. 11 Lectures/Readings: Mar. 17
8	Thursday, Mar. 26	Textbook: Ch. 12-13 Lectures/Readings: Mar. 24
9	Thursday, April 2	Textbook: Ch. 14-15 Lectures/Readings: Mar. 31

2. **Assignments (35%):** The nine assignments involve two components – (a) group work in class and (b) an individual paper.

(a) **in-class component:** For each assignment, you will answer a set question that is related to the material covered in the previous quiz. Each group will answer the question before the end of class. 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 the same from one week to another (normally, group size will be four students). Before the end of the class, each group will submit an outline of their answer along with the names of all group members to the digital dropbox in D2L. The group answer should be approximately 500 words.

(b) **individual paper:** For each assignment, each student who participated in the in-class group work will submit an individual paper that is based on the group answer. I will not accept an individual answer if you did not hand in a group answer with a group. The individual paper may be no longer than 1000 words. It must be submitted to the D2L dropbox by the following Sunday before midnight (see the table below). In grading these papers, I will take into account clarity of language and presentation, writing style and format, and 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?).

Both a group answer (with your name included) and an individual answer must be submitted for the project to count towards your final grade in this course. The two lowest assignment grades will be dropped. Each of the remaining assignments will be weighted 5% for a total of 35% of your final grade. Late papers will result in the loss of 1% (of the 5%) per day.

Assignment	In-class group work	Individual paper due date (before midnight)
1	Jan. 29	Feb. 1
2	Feb. 5	Feb. 8
3	Feb. 12	Feb. 15
4	Feb. 26	Feb. 29
5	Mar. 5	Mar. 8
6	Mar. 12	Mar. 15
7	Mar. 19	Mar. 22
8	Mar. 26	Mar. 29
9	Apr. 2	Apr. 5

3. **Final group project and class presentation (25%):** This group work will be done outside of class. For this project, the maximum group size is four, and the maximum number of groups will be 10. By **Tuesday, March 3 before midnight**, you will submit the names of your group members and a brief description of your project to the dropbox on D2L.

Each group will select a media story of a current event (i.e., something that has happened in 2014 or early in 2015) that illustrates some gender-related problem - attach a copy of the media story or include a link to the media story in your project description. Media includes print, digital, and recorded forms (e.g., newspaper and magazine articles, advertising, websites,

documentaries, etc.), and social media (e.g., blogs, YouTube, etc.). Every group must select a different story, and therefore, it is recommended that you submit your project description as early as possible. Please submit the project description to the dropbox in D2L. The description is to include a reference to the source, a title for the event (this could be a newspaper headline, for example), and a brief summary of the event. As I receive the project descriptions, I will post the sources and event titles on D2L. If I receive a duplicate event, I will ask the group to choose another event. In addition, you may not use any of the events used by students in Fall 2014. This list will be posted on D2L.

Once I have approved your project, you will analyse the media story. Specifically, drawing on course material and other resources as needed, (a) explain why the event is newsworthy by connecting it with the research literature on gender (both theory and results), (b) critically discuss how the event is constructed within the media story, (c) identify what is missing from the story (e.g., based on relevant theory and literature, does the story omit important information about such events?), and (d) discuss how culture is relevant (this may overlap with a, b, and c).

There are two components to the evaluation: (a) a group presentation and (b) an individual paper:

- (a) **Group presentation (10%):** During the last three classes, each group will present their media story and analysis. Each group will have a maximum of 15 minutes to present, with two minutes for questions and discussion. Time your presentations carefully, as you will lose marks for going over time. You are expected to use powerpoint.
  - (b) **Final Individual paper (15%):** This paper is due **Friday, April 17** before midnight. Submit it to the dropbox on D2L. Late papers will result in the loss of 2% (of the 15%) per day. The maximum length is 1000 words. Like the individual assignment papers, I will grade these papers according to clarity of language and presentation, writing style and format, and the strength of your analysis (i.e., how well you analysed the media story, both in terms of the logic of your analysis – does it make sense? - and the case you made for your analysis, e.g., did you back it up with reference to something in the text or some other source?).
4. **Class participation (5%):** This will be determined by your participation in groups, your willingness to help out in ensuring that groups are formed and complete projects on time, and your participation in the class as a whole.

#### **Department of Psychology Grade Distribution Policy**

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades in 400-level psychology courses will be “A” grades.

## 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. 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 research participation.

## Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
T Jan 13	Lecture 1: Introduction to the course – Gender and culture in psychology (Chapter 1)
R Jan 15	Lecture 2: Categories and social categorization (Chapter 2)
T Jan 20	Lecture 3: Laying the foundation (Chapter 3)
R Jan 22	Lecture 4: Theories of gender (Chapter 4)
F Jan 23	Last day to drop Winter Term half-courses.
M Jan 26	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 27	Lecture 5: A turn to interpretation (Chapter 5)
R Jan 29	<b>Quiz 1; Project 1</b>
F Jan 30	Fee payment deadline for Winter Term fees.
T Feb 3	Lecture 6: Doing interpretative psychological research (Chapter 6)
R Feb 5	<b>Quiz 2; Project 2</b>
T Feb 10	Lecture 7: Discursive approaches to studying gender & culture (Chapter 7)
R Feb 12	<b>Quiz 3; Project 3</b>
Feb 15-22	Reading Week. No lectures. University open (except Family Day).
M Feb 16	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Feb 24	Lecture 8: Gender and culture in children's identity development (Chapter 8)
R Feb 26	<b>Quiz 4; Project 4</b>
T Mar 3	Lecture 9: Identity and inequality in heterosexual couples (Chapter 9) <b>Group Project proposals due</b>
R Mar 5	<b>Quiz 5; Project 5</b>
T Mar 10	Lecture 10: Coercion, violence and consent in heterosexual encounters (Chapter 10)
R Mar 12	<b>Quiz 6; Project 6</b>
T Mar 17	Lecture 11: Women's eating problems and cultural meanings of body size (Chapter 11)
R Mar 19	<b>Quiz 7; Project 7</b>
T Mar 24	Lecture 12: Psychological suffering in social and cultural context (Chapter 12); Feminism and gender in psychotherapy (Chapter 13)
R Mar 26	<b>Quiz 8; Project 8</b>
T Mar 31	Lecture 13: Comparing women and men (Chapter 14); Psychology's place in society, and society's place in psychology (Chapter 15)
R Apr 2	<b>Quiz 9; Project 9</b>
T Apr 7	<b>Group project presentations: Groups 1-3</b>
R Apr 9	<b>Group project presentations: Groups 4-7</b>
T Apr 14	<b>Group project presentations: Groups 8-10</b>
W Apr 15	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
Apr 18-29	Winter Term Final Examinations.

### **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 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 403-220-8237. 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/Exam**

Makeup tests/exams are NOT an option without 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 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.

### **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 except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **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 via the Department Office (Admin 255), 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.

### **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 15, 2015**.

### **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 170 and may be contacted at 403-220-5567.

<b>Student Union VP Academic:</b>	Phone: 403-220-3911	<a href="mailto:suypaca@ucalgary.ca">suypaca@ucalgary.ca</a>
<b>Student Union Faculty Rep.:</b>	Phone: 403-220-3913	<a href="mailto:socialscirep@su.ucalgary.ca">socialscirep@su.ucalgary.ca</a>

### **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](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **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 23<sup>rd</sup>, 2015**. Last day for registration/change of registration is **January 26<sup>th</sup>, 2015**. The last day to withdraw from this course is **April 15<sup>th</sup>, 2015**.