

PSY/CSP/WST 267 - Psychology of Gender
SUMMER 2015 – Session A: Monday-Thursday, 4:30-7:30PM, Meliora 352

Instructor:

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Office Hours: Monday-Thursday, 4:00-4:30PM & by Appointment

Required Readings:

- There will be NO required textbook
- All readings available through Blackboard (<http://my.rochester.edu>)

Supplemental Text (Useful for exam review)

- Brannon, L. (2011). *Gender: Psychological perspectives* (6th edition). Boston, Massachusetts: Allyn & Bacon/Pearson. (on reserve in the library)

Course Overview:

This course will examine gender from a psychological perspective with a focus on the scientific literature in the area. The course will expose students to the different theoretical perspectives and empirical approaches to studying gender while providing an outlet for students to discuss and explore their own beliefs, opinions, and perspectives on gender topics.

To achieve these goals, we will discuss many specific research findings *as illustrative examples* of these approaches in action. Psychology is a fast moving field, and it far less meaningful to leave this class with a specific finding than to leave class with a sense of the methods that generate such findings, an ability to critique them when they are flawed, and a way to use them to support your points when they are strong.

This course will encourage classroom discussion and the application of psychological theories and research approaches to the world around us, contrasting research findings to myths that have been perpetuated in our society. Some of the topics we cover will be controversial, and *the only way* we can effectively discuss them is in an environment where we can respectfully share our opinions and debate different perspectives.

Disrespectful behavior will not be tolerated.

Learning Objectives:

By end of the course, students will be able to...

- Name and explain the major theories of psychology of sex and gender
 - Apply these concepts to explain both specific findings and personal experiences
- Discuss and evaluate current controversies within the field of gender psychology
- Discuss and evaluate the strengths *and limitations* of scientific study of gender
 - Be able to criticize studies in a meaningful, valid way
- Differentiate “sex” & “gender” and the different roles they play in development & identity
- Identify contextual and environmental factors that shape similarities/differences in gender
 - Examine how these different factors are related to social roles and power
- Describe the ways gender influences the way individuals relate to one another socially
 - Discuss these topics particularly with respect to romantic relationships and sexual relationships
 - Integrate these findings with theories about gender development; understanding of social roles; and understanding of power
- Evaluate ways in which gender influences our perceptions of ourselves/others, our behaviors in the world, and our own physical/psychological health
- Evaluate stereotypes or myths about gender in light of well-documented research findings
- Discuss how gender roles, gender identity, and gender stereotypes influence behaviors in different domains (e.g., healthcare, psychotherapy, school/workplace, romantic relationships)

Course Policies

Evaluation & Grading

My central commitment as your professor is not to compare or rank students, but to help each one of you achieve the above learning objectives/goals. Therefore, grades are attached to the parts of class directly promoting the goals stated in the Course Overview and Learning Objectives section (see the “Evaluation Components” page for more info). Any correction to grades will be applied to the class as a whole.

Letter Grade	Percent	Meaning
A	94 – 100	Work demonstrates <u>clear <i>personal</i> achievement</u> of course goals/objectives
A-	90 – 93	
B+	87 – 89	
B	84 – 86	Work demonstrates <u>meaningful progress</u> in course goals/objectives
B-	80 – 83	
C+	77 – 79	
C	74 – 76	Work demonstrates <u>sufficient engagement</u> with course goals
C-	70 – 73	
D+	67 – 69	
D	64 – 66	Work <u>does not clearly demonstrate engagement</u> (Minimum Passing)
D-	60 – 63	
F	Below 59	FAILING: Work insufficient to demonstrate movement towards goals

Make-Up Assignments:

Given the fast pace of the course, there will be NO MAKE-UP EXAMS except in unavoidable, extreme cases. You need to notify me in advance OR provide appropriate documentation if advance notification is impossible. Article Sharing & Discussion Board posts have limited opportunities for make-up built into their design. Class-Participation will NOT be able to be made-up.

Academic Honesty

Plagiarism and other forms of academic dishonesty are offenses that discount the integrity of the academic community and have serious consequences. Students who are charged with academic dishonesty oftentimes are not aware that they have cheated or plagiarized. Please review the University’s policy here:

<http://www.rochester.edu/college/honesty/students.html>

We will review appropriate ways to cite others’ material during class. If you are unsure about what counts as academic dishonesty, please contact me while your work is still in progress and we can discuss it.

Potentially “Triggering” Material or Emotional Distress

The issues discussed in this class are not only intellectual puzzles, but relevant issues that can have very “high stakes” for students. To reduce the impact, I will do my best to provide “trigger warnings” about potentially distressing material to help students prepare. However, I do expect students to engage with such material when possible. I am willing to discuss how to make such conversations easier as a class.

If individual students find it difficult to participate in general or with regards to a particular topic, I am also available during office hours to check-in and problem-solve to find a way to make class participation work

Even then: Some material covered in class may cause you to have questions or need help that I cannot provide in my role. The University Counseling Centre (UCC) here at the University of Rochester is a confidential place to seek help with any issue and is free to students. You can access the University Counseling Center by calling (585) 275-3113 or at <http://www.rochester.edu/ucc/>.

Special Needs

Students with special conditions as addressed by the Americans with Disabilities Act who need test or other course materials furnished in an alternate format should notify me as soon as possible.

<http://www.rochester.edu/college/cetl/disabilities/requests.html>

Evaluation Components

Discussion Board Posts (10%)

To facilitate class discussion of topics that are personally relevant, students will post their own thoughts and questions on the Blackboard discussion forum. Posts will then be used to prompt discussion in class.

- Original Posts (not replying to someone else) are worth 1 point each (.5 if low quality)
 - Posts should be linked to upcoming classes
- Responses to others' threads is highly encouraged, but will not be graded.
- In order to let students post when they are intrinsically interested, you can post at your own pace
 - However, I will assign a more formal schedule for students who have trouble keeping up
- As posts are meant to stimulate discussion:
 - They will be rated on thoughtfulness/originality (not length)
 - Disrespectful posts will not be tolerated

Exam days (40% of final grade; See syllabus for breakdown)

There will be 3 exam days in total (clearly labelled on the schedule below). Exams will be held at the end of every unit (to minimize studying over the weekend). The exam will be broken into 3 parts:

1. *Short Answer*: Questions (e.g., fill-in-the-blank; short answers) that will test your knowledge of readings and lecture material (include content from videos/class activities). Questions will vary in number, but will be designed to take ~30min and will be worth half the exam grade.
2. *Class Review*: After all students have handed in the first portion, they will immediately receive an answer key that *we will be able to discuss as a class*. This will help consolidate learning without eating into Monday lectures and will prepare students for part 3...
3. *Long Answer/Essay*: The second part will include multiple long-answer prompts/questions that will always be tied directly to one or more of the Learning Objectives. From these questions, each student will be able to choose the 3 they feel most confident addressing. Note that students will also be able to keep any notes from the Class Review portion on hand as they complete the Long Answer section.

In-Class Debate (20%)

As our last unit involves meaningful contemporary issues, we will have an in-class debate instead of a 4th exam. You will be given questions far in advance, so you will have time to prepare, but you will not know which side of the issue you will be defending until the day of the debate. Therefore, you will need to prepare to discuss both sides of the issue. Grades will be based on the following components:

1. *Written notes*: Please prepare cited notes based on the last 4 classes defending both sides of the debate topics, these do not have to be complicated, the goal here is simply to reorganize your own class notes in a way that lets you practice organizing information for yourself in the future.
2. *Debate participation*: On the day of the debate, teams of 3-4 will be randomly chosen for each debate topic. Then which side of the debate each team will defend will be determined by coin toss. Students who are not in the actively debating teams will become members of the audience, and will be able to contribute to the debate after each side has presented their case. The point is not for either side to "win," but to explore as a group how psychological research can be used to supplement one's case in a debate.

Sharing Articles: (In-class presentation OR Paper) (10%)

To help students learn to critically evaluate current research methods and findings in the study of sex and gender, students will each have a chance to present a current empirical article. At the beginning of class, each student will select a specific topic from the Course Schedule below. They will then be assigned one peer-reviewed journal article that is related to that class lecture. Each student will present his or her assigned article to the class on the day to which the article is assigned. The presentation will take approximately 10 minutes and there will be 5 minutes for discussion. This assignment will be worth 10% of your final grade. Students uncomfortable with presenting in class may instead write a 2-page summary to be shared with the class in paper format, mailed the day before.

In-class Participation/Homework (20%)

Class participation is critical to the learning process. Remember: each lecture contains 3 hours of material, so missing even one class will be detrimental to your performance in the course. Class participation will be derived from your responses to in-class activities and contributions to class discussions. Occasionally, you will be asked to complete a short assignment that will contribute to class discussion the following day (e.g., bring in an advertisement from a men or women's magazine). Such assignments will also be included in this grade calculation. Together, each day is worth 1-2 points on your final grade.

The Optional Extra Components

Upper Level Writing (Separate Enrollment)

Students will have the option to register for upper level writing section of this course. In order to sign up you will need to register for two separate courses. First, you must be registered for CSP/PSY 267 for 4.0 credits. You will be responsible for the same assignments, readings, and exams as the rest of the class. Next, you will also need to register for CSP/PSY 267W for 0.5 credits, by filling out an additional form that will be turned in to the registrar.

There will be 3 ULW papers, which will be used as a chance for students to apply theories and research findings to themselves, their social interactions, the media or social institutions. ULW are due at regular intervals throughout the course and these papers will be 5 pages long. The prompts for the response papers will be posted on Blackboard **2 weeks** before the paper is due.

Paper Requirements:

- Papers must be in APA format (12 pt Times New Roman font, double spaced, and 1" margins)
- **Papers may be turned in via e-mail or hard copies.**
 - However, papers turned in via e-mail will be graded sooner.
- Paper will be collected at the beginning of the class on the day they are due.
 - Late papers will NOT be accepted, except in unavoidable, extreme circumstances

Additionally, you will be asked to submit a re-write of either your first or second paper. *Though the re-write will not be graded, you will not receive a grade in the course if it is not submitted.*

PLEASE NOTE: The University of Rochester has many FREE resources available to help you with your writing –see <http://writing.rochester.edu/> for more details. A visit to the writing center is STRONGLY encouraged.

Extra Credit (Part of Normal Course; +4% MAXIMUM)

In this course, you can earn extra credit by writing a summary and reviewing a peer-reviewed journal research article on any topic in psychology of gender. These reviews should be around 1-2 pages long. For each article you write a review on you will earn 1 point. You may write a maximum of 4 reviews.

You can also earn extra credits by participating in psychology research studies conducted over the summer. Such opportunities will be announced in class when available. For each hour of study participation you will earn 1 point.

The MAXIMUM amount of extra credit you can earn is 4 points. The research article review assignment is an alternative to participating in the psychology study. However, it is acceptable to mix and match research article reviews with study participation in order to earn the full 4 points of extra credit. Extra credit points will be added to your final grade at the end of the summer session.

Course Schedule*

The course will be organized into 4 sections broadly split up by different sub-disciplines in the field. The aim is to explore how each approach can contribute to current conversations in gender.

Topic describes the general themes that will be addressed in each class

Readings listed need to be completed prior to the day of instruction. You will need information from the readings in order to participate in discussion and class activities. Not everything in the text will be covered in lecture, but it is still fair game for the exams. Many “readings” are videos. All will be available on Blackboard.

Assignments listed are due at the beginning of class (4:30pm) on the day of instruction.

Date	Topic	Readings & Assignments Due
Week 1: Psychology Research & The Scientific Study of Gender		
5/18 Mon.	Introduction and Key Concepts	Review Syllabus
5/19 Tues	Research in Sex and Gender Critiques of Gender Research	Jordan & Zanna (1999)- How to read a research article
5/20 Weds.	Theories of Gender Development	Bem (1983)
5/21 Thurs.	Exam 1 (15% of grade)	(Review: 5/18-5/20)
Week 2: Developmental Psychology & Gender Identity		
5/26 Tues.	Early Gender Development (Sex & Parenting)	ULW: Paper 1 due <i>Video-</i> “History of Gender”;
5/27 Weds.	Later Gender Development (Gender Typing & Socialization)	Huston (2015)- “None of the Above” <i>Video-</i> “Subcultures- Drag Queens”
5/28 Thurs.	Exam 2 (10% of grade)	(Review: 5/20-5/27)
Week 3: Social Psychology & Gender as a Social Construct		
6/1 Mon	Social Roles/Stereotypes	<i>Video-</i> “Tough Guise”
6/2 Tues	Relationships	Buss (1989)
6/3 Wed	Sexuality	Bergner (2009)
6/4 Thurs	Exam 3 (15% of grade)	ULW: Paper 2 due; (Review: 5/27-6/3)
Week 4: Applied/Clinical Psychology & Contemporary Gender Issues		
6/8 Mon	Careers and Work	Diekman & Goodfriend (2006)
6/9 Tues	Body Images and Health	<i>Video-</i> “Killing us Softly”
6/10 Wed	Mental Health	WHO- “Gender Disparities in Mental Health”
6/11 Thurs.	Psychotherapy & Treatment	Del-Vecchio (2008)
6/15 Mon.	Final Debate	(Review: 6/3-6/11; Prepare material from any unit)
6/16 Tues.		ULW: Paper 3 due & Revision of Paper 1 OR 2

***This schedule is subject to change. You will be notified of any changes and the syllabus will be updated on blackboard. The updated syllabus online will take precedence over older paper copies.**