PSY 480/580: Special Topics: Psychology of Gender
Spring, 2007

Professor: Paige Muellerleile, PhD
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Class Meets: TR 12:30 - 1:45
Room: HH 342

Office Hours: M 10:00am – 12:00n
W 10:00 – 11:00am &
W 3:30 – 4:30pm
TR 2:00 – 3:00pm
and by appointment

Required Text: Brannon, L. (2002). Gender: Psychological perspectives (4th ed.). Boston: Allyn and Bacon.

Optional Text: American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC : American Psychological Association.

Other Materials: Additional, short readings will be assigned throughout the semester. These materials will be provided by the instructor.

Course Description: The process and consequences of gender development; review of current gender research and theory in the context of cultural, psychological, biological, historical and cross-cultural perspectives. The course focuses on female and male experience as it relates to issues such as cognition, value systems, achievement, interpersonal relationships, aggression, health, and sexuality.

Prerequisite(s): PSY 201

Learning Objectives: Students should be conversant in the processes and consequences of gender development, and to review current gender research and theory in the context of cultural, psychological, biological, historical, and cross – cultural perspectives. The course will place special emphasis on the limitations of studying "gender differences," particularly the problems that focus presents in current research and popular culture.

Religious Observance: If you are unable to attend class due to a religious observance, contact me about any conflict as soon as possible with the approval from the Office of Student Affairs so that I may accommodate your needs.

Disabilities: I will make reasonable accommodations for students with disabilities, but I must have advance notice. Please contact the Office of Disabled Student Services (Prichard Hall 117) so that your particular needs can be addressed.

Missing Class Deadlines: If you become ill or have an emergency that prevents you from meeting deadlines for graded coursework, it is your responsibility first to contact the Office of Student Affairs for a university-approved excuse, and second to contact me to work out the details for making up graded work.

Attendance: I will keep track of your attendance and participation at random times throughout the semester in this class to ensure that students come to class prepared to participate in discussion. It will not be enough to attend this class; you will need to be actively involved in discussion for the sake of the success of the class. Thus, you are strongly encouraged to attend every class. I do not provide students with lecture notes or study guides; instead, I expect students to obtain notes from a classmate and take responsibility for visiting me during office hours for clarification of those notes. You are responsible for obtaining a university-approved excuse in the event that you miss an exam or other due date (see **Missing Class Deadlines** above).

Academic Dishonesty: I will not tolerate any act of academic dishonesty and will follow University guidelines for sanctioning such behavior. Please review the Marshall University Catalog for a complete overview of what actions constitute academic dishonesty, sanctions, and reporting requirements for those actions.

Please note that the evaluative emphasis in this course is on writing. You are expected to do all of your own writing, and to cite sources whenever you use them. Deviations from these practices are likely to be considered acts of academic dishonesty. If you have questions or concerns about what may constitute academic dishonesty or plagiarism more specifically, please talk to me about your concerns immediately.

Evaluation: I do not ***give*** grades. You ***earn*** grades. On the first day of class, you will receive a handout that explains my general expectations for essay writing, which should resonate with the material in your college-level composition courses. I expect that you will follow that handout in creating all of your written responses, and that if you have questions about my expectations, you will contact me about them. This handout will be available on WebCT in the event that you do not get one or misplace yours.

- **Exams:** The two examinations in this class are take-home essay examinations. You are expected to complete these examinations on your own, without working with others. Generally, you should refer to to the APA manual for matters of style where referencing/citations are concerned. Examinations will be worth approximately 100-110 points each.

- **Essays:** You will be assigned a total of 3 essays during the course of the semester. In general, you will be expected to write 1-2 pages in response to the question given. Normally, these responses should be created as Word documents and submitted to me via WebCT. If you do not use Microsoft Word, you should save your document as a text file (.txt or .rtf) and submit it that way. Essays will be worth 30 points apiece. Whereas the discussion posts normally require students to examine discuss their opinions, essays will require you to do additional research to complete. They are not intended to be research papers, but rather, they are intended to require you to approach the topic more objectively, using the psychological literature in two cases.

- **WebCT Discussion Posts:** You will be assigned 9 discussion posts. Although these are somewhat less formal than written essays, you are still expected to write complete answers to the assigned questions, and you sometimes will be required to read other students' posts and sometimes to comment on them. Your comments should always be substantive (by itself, "I agree with…." is ***not*** a substantive response, even if it is followed by a restatement of the original post)—that is, they should be thoughtful and thought-provoking, and you should be respectful of others' views. Disagree with your classmates, but respect their right to express their views. Please note that your spelling, grammar, diplomacy and scholarship count on the discussion boards just as much as they would on essay responses. Each discussion assignment will be worth 10 points; I will drop your lowest grade.

- **Class Participation:** I will track your participation randomly—that is, I will occasionally take attendance and note whether you participated substantively (+), participated marginally (✓), or did not participate/were absent (–). This portion of the class will be worth 50 points. Active participants can expect to receive full credit, marginal participants can expect to receive half credit, and non-participants can expect to receive no credit. Please note that disrespect to me or to other students can result in sanctions here, such that students may not receive all 50 points or all 25 points, depending on their level of participation.

- **Additional Paper:** **<u>Graduate students (PSY580) only.</u>** You will be required to complete one short (5-10 text pages; title and reference pages are additional) scholarly research paper on some aspect of the psychology of gender. The purpose of the paper is to acquaint you with the most current research on the topic of your choosing. You will be required to turn in (1) a research idea, due 1/18/07, (2) an outline, due 2/6/07, (3) a draft, due 3/27/07, and (4) a final paper in order to receive full credit for the paper, due 5/1/07. You will receive a paper folder and you will keep all of these items in it and turn all of them in each time. You will also be required to turn in an electronic draft of your paper on 3/27/07 to turnitin.com (in addition to the paper copy that you turn in to me). Please note that the paper copy and the electronic copy must match one another; if they do not, I will take that as evidence of academic dishonesty and will deal with that accordingly. The entire project will be worth 100 points, as follows: You will receive 5 points for a well-articulated idea, 15 points for a solid outline, and 80 points for the draft and rewrite. That is, your draft will receive a grade out of 80 points, and your final paper will make up the difference, as long as it is an acceptable revision. It is possible to receive lower grades on final papers than you receive on the drafts of your papers. You are expected to make substantive changes and proofread your own

work before turning in any rewritten document. I am not a copyeditor and I miss things the first time around, but that does not obviate your responsibility to turn in your highest quality work.

All grades will be assigned pursuant to the following proportions of possible points earned. Please note that no +/– grades will be assigned.

Range	Grade	Grade Meaning
≥ 90%	A	Indicates mastery of the subject matter.
80-89.9%	B	Indicates above-average understanding of the subject matter.
70-79.9%	C	Indicates adequate understanding of the subject matter.
60-69.9%	D	Indicates below-average understanding of the subject matter.
< 60%	F	Indicates failure to understand the subject matter.

Other Policies: Examinations and written work are not returned to students, although you are ***strongly encouraged*** to come to office hours and review these materials.

My Expectations: I expect that you will…

- read all assigned material before class
- promptly ask questions about anything you do not understand
- apply knowledge of college-level composition and argument to all written work
- use a consistent, clear referencing style (APA preferred)
- check WebCT regularly for announcements, assignments, and postings
- visit office hours to discuss any material that is unclear
- have lives that sometimes prevent you from attending class
- contact me ahead of time, if possible, if you will miss a due date
- obtain a college-approved excuse from Student Affairs if you miss an exam date or other due date
- be respectful to me and your classmates in your use of technology (e.g., cell phones, email, IM)
- above all, be respectful to me and your classmates regarding the sensitive material we discuss in this class. You are welcome—actually, *encouraged* to disagree, but you must be tactful and you must use sound, logical, and whenever possible, scientific argument.

Course Schedule and Activities: See attached tentative schedule of class activities, due dates, and exams. I may exercise my right to change these dates and assignments as the course gets underway. Exams will be held on their scheduled days unless you are otherwise notified; I will not change an exam date without reasonable notice.

Tentative Schedule: Spring 2007

	Monday	Tuesday	Wednesday	Thursday	Friday	
January	8	9 Syllabus, intro *Discussion 1 WebCT (due by 1/10/07)*	10 Read Ch 1 & Feinberg "T" essay *Discussion 2 WebCT (due by 1/15/07)*	11 Research Methods *Discussion 3 WebCT (due by 1/15/07)*	12 ***last day to add*** Read Ch 2	
	15 ***no classes*** *MLK Day*	16 Research Methods Review Discussion 3 posts	17 Read Ch 3	18 Biology *Essay 1 assigned (due 1/29/07)* *580: topic idea due*	19	
	22	23 Biology	24	25 Biology	26	
	29 Read Ch 4 *Essay 1 due*	30 Intelligence/Cog. Abilities	31	1 Intelligence/Cog. Abilities	2	
February	5 Read Ch 5	6 Gender Developmt *Essay 2 assigned (due 2/19/07)* *580: outline due*	7	8 Gender Developmt *Discussion 4 WebCT (due 2/12/07)*	9	
	12 Read Ch 6	13 Gender Identity	14	15 Gender Identity	16	
	19 Read Ch 7 *Essay 2 due*	20 Stereotypes *Essay 3 assigned (due 2/28/07)*	21	22 Stereotypes	23	
	26	27 Stereotypes	28 Read Ch 8 *Essay 3 due*	1 *Exam 1 assigned (due 3/15/07)* Video TBA – sensitive students cautioned	2	
March	5	6 Violence – sensitive students cautioned *Office Hours Canceled*	7	8 Violence – sensitive students cautioned	9	
	12	13 Emotion	14 Read Ch 9	15 Relationships *Exam 1 due on WebCT* *Discussion 5 WebCT (due 3/26/07)*	16	
	19 ***no classes*** *Spring Break*	20 ***no classes*** *Spring Break*	21 ***no classes*** *Spring Break*	22 ***no classes*** *Spring Break*	23 ***no classes*** *Spring Break*	
	26	27 Sexuality: Reproduction *580: draft due*	28 Read hooks essay "Our Bodies, Ourselves"	29 Sexuality: Reproductive Rights *Discussion 6 WebCT (due 4/2/07)*	30 ***last day to drop***	
April	2	3 Sexuality: Expressing Sexuality *Discussion 7 WebCT (due 4/5/07)*	4	5 School & Education	6	
	9	10 School & Education cont'd; Video TBA	11	12 Video, cont'd Careers *Discussion 8 WebCT (due 4/16/07)*	13	
	16	17 End Careers, begin Health *Exam 2 assigned (due 5/1/07)*	18 Read Hager essay "How Did Jesus Treat Women?"	19 Health *Discussion 9 WebCT (due 4/23/07)*	20	
	23	24 Stress	25	26 Mental Health	27 ***last day of classes***	
May	30	1 ***exam day*** *Exam 2 due on WebCT* *580: paper due*	2	3	4	5 Graduation