

Department of Psychology
 PSYC 3740H-A: Psychology of Gender
 FALL 2011 OSHAWA

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Course Description: This course provides an overview of the construct of gender within psychology. Starting with a focus on stereotypes of masculinity and femininity and the way these stereotypes have influenced both theory and research in psychology, the course then goes on to explore the research evidence for male-female differences and similarities in a wide range of domains, including cognition, emotion, social relationships, and mental and physical health. We then examine social and cultural conceptions of femininity and masculinity in areas such as education, the labour market, paid and unpaid caring work, and marriage and intimate relationships. We also consider how gender stereotypes intersect with other social divisions and inequalities such as race/ethnicity, class, culture, sexuality, and the meanings of masculinity and femininity that vary within, as well as between, societies.

Course Prerequisite: 8 university credits including PSYC 2700H (272H) or (271). Excludes PSYC 304H website for calendar: <http://www.trentu.ca/calendar/>

Course Format: **Lecture:** Tuesday 6:30 pm to 8:30 pm
Seminar: Tuesday 5:30 to 6.30
 Web CT: PTBO weblink to academic timetable <http://www.trentu.ca/admin/mytrent/AcademicTimetable.htm>

Required Textbooks: 1. Lips, H. (2008). *Sex and Gender: An Introduction (6th ed.)*. Toronto, ON: McGraw Hill.
 2. American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th Edition)*. Washington, DC: Author.

Recommended Text: Helgeson, V. S. (2011). *Psychology of Gender (4th Edition)*. Upper Saddle River, N. J: Pearson/Prentice Hall.

Evaluation	1. Participation(Attendance and active participation in class and seminars)	15%	Throughout
	2. Presentation on Seminar topics	15%	Throughout
	3. 2 Thought Papers	30% (15% each)	1 st 10/11&2 nd 11/29
	4. 4 Quizzes	40% (10% each)	1 st 10/4, 2 nd 11/1, 3 rd 11/22, & 4 th 12/6
	5. Optional Essay 10%		

Note: Thought papers and Essay should be submitted via email to: salahakhan@trentu.ca.
 Please submit your work in Word so that I may give feedback directly to your paper and email it back to you.

- a) All course work should be submitted on time.
- b) All work should be formatted according to the style outlined by APA Publication Style Manual (6th Edition). Failure to follow APA guidelines will result in deduction of marks.

Explanation of Assignments:

- 1) **Participation (15%)** - Students are required to participate fully in class discussions and seminars. This includes attending classes and seminars with **all assigned readings completed**. The material in this course tends to be cumulative; therefore, it will be important that you retain your base knowledge throughout the term.

The highest participation marks go to students who consistently demonstrate self-reflective participation in the form of thoughtful comments and questions. In addition, it is expected that you will attend all classes (unless an emergency such as illness or other extreme and legitimate circumstances and you must inform the course instructor in advance, if possible). As with many topics in psychology, discussions on gender issues often bring up diverse and divergent thoughts and opinions. I look forward to interesting discussions in this course. It is important, however, that individuals are respectful and collegial in their discussions. In addition, as material on gender issues will be discussed, it is expected that individuals conduct themselves in a professional and ethical manner at all times. Please make sure to **turn your cell phones off** before coming to class.

- 2) **2 Thought Papers (15% each)** – For every class, you are expected to read both the selected chapters from the textbook and the journal articles. Twice during the course (once by **October 11** and once by **November 29**) you should pick one of the chapter readings and write about 3-4 pages (double spaced, Times New Roman, 12- point font, with 1-inch margins) of your thoughts. The purpose of this thought paper is to encourage you to think critically about an important topic in the area of gender psychology. You are required to provide a brief overview of the chapter and identify strengths and weaknesses of the proposed theory or topic and ask important questions (what limitations did you identify? What relevant aspects of human behaviour, cognition, emotions related to pertinent gender issues are not fully captured in that chapter? What does the latest research in that area suggest? What are your personal views on the issue?). You are also required to cite **at least 5 references** (for each thought paper) from the latest research (book chapters, refereed journal articles, research reports, research reviews etc) in the area that directly relate to your chosen topic. All work, including references, should be formatted according to the style outlined by the APA Publication Style Manual (6th Edition). Failure to follow APA guidelines will result in deduction of marks.

Some online resources for successful paper writing:

http://www.gale.com/free_resources/term_paper/index.htm

<http://www.aresearchguide.com/1steps.html>

For APA style guidelines:

<http://owl.english.purdue.edu/owl/resource/560/01/>

http://library.nmu.edu/guides/userguides/style_apa.htm

- 3) **Seminar Presentation (15%)** Each week (beginning the second week of seminar class, i.e., September 27) students will present on the weekly assigned readings for the seminar (see course readings) to the class. Students will form four seminar groups on the first day of class and each group is required to sign up for presentation on one of the seminar topics to do a group presentation on their chosen week. **All four groups must sign up for their presentation by September 20th or earlier**. Please note that it's required that all group members share equal amount of work and fully participate in presenting their selected part. Please review the paper abstracts during the first class so that you may select your presentation topic by September 20. These presentations will be 20-30 minutes each and will form the basis for a discussion of that week's readings. The presentation will provide an overview and introduction of the readings for that week and facilitate a discussion about the readings, including their relevance to research in the area of gender psychology. A good presentation involves a critical assessment of the paper and discussion of limitations and future directions in the area of focus.

In many ways, this part of the class will function as a journal club. The presenting group will help get the conversation started, but it is expected that all students attending the seminar contribute to the discussion and must read assigned articles. The goal is to enhance your critical thinking skills, in order to generate investigative thoughts about the important topics in the field of gender psychology.

- 4) **Quizzes (40%):** You will be required to do four quizzes (of 10% each) throughout this course. I have divided the study topics into four major sections. At the end of each section, you will be required to do a quiz on that section. Each quiz will have items representing material covered in a given section, including assigned chapters and journal articles. More information on quizzes will be provided on the first day of class as well. Each quiz will have 10-14 items and will have any combination of short answer, multiple choice, true false statements, and small essay items. You will have 40-45 minutes to complete the quiz. The purpose of these quizzes is to ensure your understanding of the course material covered in a given section which is essential for you in order to comprehend the ideas that you will study in the following sections. ***Please note that quiz cannot be completed at another time if you miss the day of a quiz.***
- 5) **Optional Essay (10%):** Students, who could not pass (or obtained a 'D' or less) on one of the quizzes, will have the option to improve their grade by participating in an optional essay component. The essay will be reflection of your thoughts on one of the seminar topics. The essay will be graded on depth, evidence of critical thinking and incorporation of latest research in your chosen area. You are required to write a 3-4pages (double spaced, Times New Roman, 12- point font, with 1-inch margins) essay in APA style. The deadline for submission of essay is November 29.

*** Please note that there is no curve. Grades will be distributed according to the scale provided in the Student Resource Binder.**

*All decisions on grades and points assigned are final. Unless a true error has been made (i.e. the points were added up incorrectly) no grades will be changed after they have been assigned. It is the responsibility of each student to read and accept the due dates outlined on the course syllabus.

Learning Outcomes

Upon completion of this course students will be able:

- To demonstrate a thorough understanding of the theoretical perspectives on sex and gender
- To demonstrate their understanding of gender as a psychological, social and cultural construct
- To understand the role of biology, environment and social learning on the formation of gender identity
- To understand various aspects of gender roles and stereotypes
- To demonstrate their understanding of gender in different settings including economic and political life, home, work, school, intimate relationships, family, and friendship etc
- To understand the intersection of gender and other social constructs such as religion, culture, race, and sexual orientation.
- To develop critical thinking skills about major issues in the area of gender study
- To appreciate the link between gender and mental health and physical wellbeing

Course Policy on Late Submissions

- Late assignments will be penalized (2% for each late day). An assignment submitted later than 5 days from its due date will not be accepted.
- **Note:** The deadline to drop the course is November 11. You will know at least 25% of your Course Grade by then.

Course Policy on attendance in class/labs

Class and seminar participation (15%): The 15% participation mark will be calculated on the basis of students' regular attendance and active participation in classes and seminars. Attendance will be taken on every class and seminar day. *Attendance points cannot be made up later; missing a class will result in losing your attendance points.*

PSYC 3740H- FA 2011 Schedule

Date	Topic	Reading	Seminar Topic
Part 1: Myths, Theories, and Research			
Tuesday, September 13 th	Introductions, Overview, Course Requirements, Defining Gender * Formation of seminar groups. Selection of seminar topics for group presentation		
Tuesday, September 20 th	Masculinity and Femininity: Myths and Stereotypes	Lips, Chapter 1 Article—Shields, S. A. (2008). Gender: An Intersectionality Perspective. <i>Sex Roles</i> , 59, 301-311.	
	Theoretical Perspectives on Sex and Gender	Lips, Chapter 2 Article— Simon, W., & Gagnon, J. H. (2003). Sexual Scripts: Origins, Influences and Changes. <i>Qualitative Sociology</i> , 26, 491-497.	
September 27 th	Researching Sex and Gender: Exploring the 'Whys' and 'Hows'	Lips, Chapter3 Article — Magnusson, E. (2011). Women, men, and all the other categories: Psychologies for theorizing human diversity. <i>Nordic Psychology</i> , 63, 88-114.	
October 4 th	<u>1st Quiz (Part 1)</u> Part 2: a) Development of Gender b) Mental and Physical Health	a) Development of Gender Lips, Chapter 5 Article — Kimble, J., & Page, D. C. (2007). The Mysteries of Sexual Identity: The Germ Cell's Perspective. <i>Science</i> , 316, 400.	
October 11 th * 1 st Thought Paper due	Development of Gender: Childhood Sex and Gender and Childhood: Constructing Gender	Lips, Chapter10 Article1 — Leaper, C. (2011). Research in developmental psychology on gender and relationships: Reflections on the past and looking into the future. <i>British Journal of Developmental Psychology</i> , 29, 347–356. Article2 —Strough J. N., Leszczynski, J. P., Neely, T. L., Flinn, J. A., & Margrett, J. (2007). From Adolescence to Later Adulthood: Femininity, Masculinity, and Androgyny in Six Age Groups. <i>Sex Roles</i> , 57, 385–396.	
October 18 th	Adolescence and Adulthood b) Mental and Physical Health Mental and Physical Health: Stress, Change and	(Lips, Chapter 9)	

Adaptations

Article 1—Oksuzyan, A., Bornnum-Hensen, H., & Jeune, B. (2010). Gender gap in health expectancy. *European Journal of Ageing*, 7, 213-218.
 Article 2— Altemus, M. (2006). Sex differences in depression and anxiety disorders: Potential biological determinants. *Hormones and Behaviour*, 50, 534–538.

November 1st

2nd Quiz (Part 2)

Part 3: Gender Similarities and Differences

November 1st

World Apart? Gender Differences in Social Behaviour and Experience

Lips, Chapter 4
 Article—Taylor, S. E., Lewis, B. P., Gruenewald, T. L., Gurung, R. R., Updegraff, J. A., & Klein, L. C. (2002). Sex Differences in Biobehavioral Responses to Threat: Reply to Geary and Flinn. *Psychological Review*, 109, 751–753.

November 8th

Perceptual and Cognitive Abilities: Gender Similarities and Differences

Lips, Chapter 6
 Article —Ardila, A. (2011). Gender Differences in Cognitive Development. *Developmental Psychology*, 47, 984–990.

Sexual Lives and Orientations

Lips Chapter 7
 Article— Patterson, C. J. (2008). Sexual Orientation Across the Life Span: Introduction to the Special Section. *Developmental Psychology*, 44, 1–4.

November 15th

Hormonal and Reproductive Connections

Lips Chapter 8
 Article—Steiner, M., Dunn, E., & Born, L. (2003). Hormones and mood: from menarche to menopause and beyond. *Journal of Affective Disorders*, 74, 67–83.

November 22nd

3rd Quiz (Part 3)

Part 4: Gender in Social Relationships

November 22nd

Family and friends: Attachment, intimacy and power

Lips, Chapter 11
 Article—Updegraff, K. A., Madden-Derdich, D. A., Estrada, A. U., Sales, L. J., & Leonard, S. A. (2002). Young Adolescents' Experiences with Parents and Friends: Exploring the Connections. *Family Relations*, 51, 72-80.

November 29
***2nd Thought Paper due**

Economic and Political Life: Power, Status and Achievement

Lips, Chapter 12
 Article— Bosak, J. & Sczesny, S. (2011). Gender Bias in Leader Selection? Evidence from a Hiring Simulation Study. *Sex Roles*, 65, 234–242

Justice, Equity, and Social Change

Lips, Chapter 14
 Article—Wright, M. W. (2010). Geography and gender: Feminism and a feeling of justice. *Progress in Human Geography*, 34, 818–827.

December 6

4th Quiz (part 4)

Summary, Debriefing

Seminar Schedule

<u>Seminar Date</u>	<u>Seminar topic</u>	<u>Seminar Readings</u>
September 13 th	NO SEMINAR	
September 20 th & 27 th	Difference between Gender and Sex: History, Current Conceptualization, & Implications	
September 20 th (Group 1 & 2) * Must sign up for group presentation	What is the difference between Sex and Gender?	Article — Muehlenhard, C. L., & Peterson, Z. D. (2011). Distinguishing between Sex and Gender: History, Current Conceptualization and Implications. <i>Sex Roles</i> , 64, 791-803.
September 27 th (Group 3 & 4) * Must sign up for group presentation		
October 4 th (Group 1 & 2) October 11 th (Group 3 & 4)	Gender inequalities and Prejudice Workplace issues	Article 1—Brinkman, B. G., Garcia, K., & Rickard, K. M. (2011). "What I wanted to do was..." Discrepancies Between College Women's Desired and Reported Responses to Gender Prejudice. <i>Sex Roles</i> , 65, 344–355. Article 2— Ma ^o nsdotter, A., Lindholm, L., & Lundberg, M. (2006). Health, wealth and fairness based on gender: The support for ethical principles. <i>Social Science & Medicine</i> , 62, 2327–2335.
October 18 th (Group 1 & 2) November 1 st (Group 3 & 4) * The presenting group may choose any two of the three readings	Gender on the intersection of Culture, Race, Ethnicity and Religion	Article 1—Read, J. G. (2004) Cultural Influences on Immigrant Women's Labour Force Participation: The Arab-American Case. <i>International Migration Review</i> , 38, 52-77. Article 2— Mahalingam, R., & Jackson, B. (2007). Idealized cultural beliefs about gender: implications for mental health. <i>Soc Psychiatry</i> , 42, 1012–1023. Article 3— Edgell, P., & Tranby, E. (2007). Religious Influences on Understandings of Racial Inequality in the United States. <i>Social Problems</i> , 54, 263-288.
November 8 th (Group 1 & 2) November 15 th (Group 3 & 4) * The presenting group may choose any two of the three readings	Intimacy, Marriage and Romantic Relationships	Article 1—Monin, J. K., & Clark, M. S. (2011). Why Do Men Benefit More from Marriage Than Do Women? Thinking More Broadly About Interpersonal Processes That Occur Within and Outside of Marriage. <i>Sex Roles</i> , 65, 320–326. Article 2— Glass, S. P., & Wright, T. L. (1992). The justification for extramarital relationships: The associations between attitude, behaviours and gender. <i>The Journal of Sex Research</i> , 29, 361-387. Article 3—Shields, S. A. (2007). PASSIONATE MEN, EMOTIONALWOMEN: Psychology Constructs Gender Difference in the Late 19th Century. <i>History of Psychology</i> , 10, 92–110.

November 22nd (Group 1 &2)
November 29th (Group 3 & 4)
*** the first article is mandatory;
for the second reading, the
presenting group may choose
any one of the following three
articles**

**Gender Mental Health and
Wellbeing**

*Article 1— Smith, C. D. (2008). Living as a Chameleon: Girls, Anger, and Mental Health. *The Journal of School Nursing*, 24, 116-123.

Article2—Needham, B., & D. Hill, T. (2010). Do gender differences in mental health contribute to gender differences in physical health? *Social Science & Medicine*, 71, 1472-1479.

Article3— Zwijssen, S. A., Niemeijer, A. R., & Hertogh, C. M. P. (2011). Ethics of using assistive technology in the care for community-dwelling elderly people: An overview of the literature, *Aging & Mental Health*, 15, 419-427.

Article4— Barnow, S., Linden, M., Lucht, M., & Freyberger, H. J. (2002). The importance of psychosocial factors, gender, and severity of depression in distinguishing between adjustment and depressive disorders. *Journal of Affective Disorders*, 72, 71–78.

December 6th , review of the quizzes and papers

University Policies

ACADEMIC INTEGRITY:

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – www.trentu.ca/academicintegrity.

ACCESS TO INSTRUCTION:

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (DSO office #111, 905-435-5100) disabilityservices@trentu.ca as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

Departmental Policy on Tests, Exams, and Assignments

A. MIDTERMS & FINAL EXAMINATIONS

Midterm examinations for half courses within the Psychology Department are scheduled by the instructor of the course. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

B. DEFERRAL OF MIDTERM / FINAL EXAMINATIONS and/or TERM WORK

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

C. SUPPORTING DOCUMENTATION

Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of: (1) the Trent University Medical Certificate from Health Services: (<http://www.trentu.ca/healthservices/medical.html>), or (2) a certificate or letter from the attending physician clearly indicating the start and end dates of the illness and the student's inability to write an examination, complete assignments, and/or attend classes, as relevant to the particular request. For other circumstances, students should consult the individual Psychology faculty member about acceptable forms of documentation.

Notes

1. Academic Integrity:

For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

For an elaboration of the Department's policy on, and for specific examples of, plagiarism, students should consult the sections on academic honesty (pp. 6-8), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010). Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. It is the policy of the Department NOT to accept faxed assignments.
3. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.
4. Students are required to use American Psychological Association style (6th edition).
5. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.
6. Last date to withdraw from a Fall half-term course without academic penalty in 2011-2012 is November 9, 2011.