

Psychology 439	Psychology of Gender	Summer 2014
<b>Instructor:</b>	Jennifer A. Moore	<b>Lecture Location:</b> SA 147
<b>Phone:</b>	403-220-6826	<b>Lectures:</b> MWF 12:30-2:20 (120 min.)
<b>Email:</b>	jamoore@ucalgary.ca	
<b>Office:</b>	Admin 131D	

### 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 solving addressing questions related to gender and culture. In this way, students will benefit from the knowledge generated by the group.

### Prerequisites

PSYC 205 or PSYC 200 and 201 – Principles of Psychology I & II  
 PSYC 312 – Experimental Design and Quantitative Methods for Psychology  
 PSYC 345 – Social Psychology or PSYC 351 – Developmental Psychology

### Required Text and Readings

For this course, you will need a required set of readings and a textbook:

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]

The readings for the course will be available on the web or will be available electronically through the library. There will be no need to purchase them; you will be downloading from the library or the web.

I will be posting Powerpoint notes and information on where to obtain readings on the web in addition to any announcements on (<https://d2l.ucalgary.ca/d2l/home>).

### Evaluation

Final course grades will be based on the following course components:

1. 4 quizzes (40%)
2. 4 assignments (40%)
3. Take-home final exam (15%) – due Aug. 18
4. Class participation (5%)

## Course Components

### 1. Four Quizzes and a Take-home Exam

Beginning July 11, in the first 30 minutes of class, you will write a quiz on the four dates listed in the table below. The quizzes are not cumulative and will cover the material presented in lecture, the textbook, and the assigned readings indicated in the table. The four quizzes are worth 40% of your grade (4 X 10% = 40%). Quizzes will require answers that are a sentence or two up to one paragraph-length.

The take-home exam will be the same format as the quizzes. Although it will focus on the material covered after Quiz #4 (approximately 2/3 of the grade), it will also include questions related to the earlier part of the course (approximately 1/3 of the grade). It will be worth 15% of your grade. The exam will be handed out during the final lecture on August 13 and will be due August 18 by 4:30 pm. It can be handed in to me in one of three ways: (1) emailed to me at [jamoore@ucalgary.ca](mailto:jamoore@ucalgary.ca); (2) to me at my office; or, (3) handed in at the Psychology Department Main Office (Admin 255; be sure to date stamp it). Late exams will **not** be accepted.

Exam	Date	Materials Covered	Assignment Due Date
Quiz 1	July 9, Wednesday	Chaps. 1 – 3 Readings: Fausto-Sterling (1993); Unger (1979); Hare-Mustin & Maraceck (1988)	July 12 – 4:30 PM
Quiz 2	July 18, Friday	Chaps. 4 – 7 Readings: Oransky & Maracek (2009); Weatherell (2002); Edley & Wetherell (1997)	July 21 – 4:30 PM
Quiz 3	July 28, Monday	Chaps. 8 – 10 Readings: Korobov & Bamberg (2004); Dixon & Wetherell (2004); Gavey & Schmidt (2011)	July 31 – 4:30 PM
Quiz 4	August 8, Friday	Chaps. 11 – 13 Readings: Parlee (1992); Potts, Gavey, Grace & Vares (2003)	August 11 – 4:30 PM
Take-home Exam	August 13, Wednesday handed out; August 18, Monday exam due	Chaps. 14 – 15 Readings: Cole, E. (2009); Wilkinson (1998)	No assignment due

### 2. Four Assignments

After each quiz, the remaining 90 minutes of class will be devoted to group assignments. Each group must include 4 - 6 members (note: group membership must change each week). I will give you a question or a problem to address by the end of class. At the end of class, each group will e-mail me an outline of your answer, along with the names of all group members. Then, you will e-mail your individual answer that must be based on the group answer by 4:30 pm on the date given in the table above. The group answer should be a summary of 500 words that answers the question. The individual assignment paper should be no longer than 1000 words. If you did not hand in a group answer with your group, then I will not accept an individual answer; both must be submitted in order for the project to count. Each of the 4 assignments will count toward your final grade. Each project is worth 10% of your grade (4 X 10% = 40%); late papers will result in a 1% loss per day. Send all material to this email address: [jamoore@ucalgary.ca](mailto:jamoore@ucalgary.ca).

### 3. Class participation

This will be determined by your participation in groups, your willingness to help out in ensuring groups are formed and complete projects on time, and your overall participation in the class.

## 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.

### **Reappraisal of Grades**

A student who feels that a piece of graded term work 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.

### **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 275), 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.

### **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.

**Student Union VP Academic:** Phone: 403-220-3911

[suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913

[socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombuds 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** and the last day for registration/change of registration is **July 4, 2014**. The last day to withdraw from this course is **August 14<sup>th</sup>, 2014**.

## Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
W July 2	Lecture: Introduction to the course, history of the field Chapter. 1: <i>Gender &amp; Culture in Psychology</i> <i>Summer term lectures begin</i>
F July 4	Lecture 2 – Chapter 2: <i>Categories &amp; Social Categorization. Last day for registration</i> Fausto-Sterling, A. (1993). The five sexes: Why male and female are not enough. <i>The Sciences</i> , March/April, 20-24. Unger, R. (1979). Toward a redefinition of sex and gender. <i>American Psychologist</i> , 34, 1085-1094.
M July 7	Lecture 3 - Chapter 3: <i>Laying the Foundation</i> Hare-Mustin, R. T., & Maracek, J. (1988). The meaning of difference: Gender theory, postmodernism, and psychology. <i>American Psychologist</i> , 43 (6), 455-464.
W July 9	Quiz 1 & Assignment 1
F July 11	Lecture 4 - Chapter 4: <i>Theories of Gender in Psychology</i>
M July 14	Lecture 5 - Chapter 5: <i>A turn to interpretation</i> ; Chapter 6: <i>Doing interpretative psychological research</i> Oransky, M., & Maracek, J. (2009). "I'm not going to be a girl": Masculinity and emotions in boys' friendships and peer groups. <i>Journal of Adolescent Research</i> , 24 (2), 218-241.
W July 16	Lecture 6 – Chapter 7: <i>Discursive approaches to studying gender &amp; culture</i> Weatherell, A. (2002). Towards understanding gender and talk-in-interaction. <i>Discourse &amp; Society</i> , 13 (6), 767-781. Edley, N., & Wetherell, M. (1997). Jockeying for position: The construction of masculine identities. <i>Discourse &amp; Society</i> , 8 (2), 203-217.
F July 18	Quiz 2 & Assignment 2
M July 21	Lecture 7 – Chapter 8: <i>Gender &amp; culture in children's identity development</i> Korobov, N., & Bamberg, M. (2004). Positioning a 'mature' self in interactive practices: How adolescent males negotiate 'physical attraction' in group talk. <i>Journal of Men's Studies</i> , 13 (2), 178-189.
W July 23	Lecture 8 – Chapter 9: <i>Identity &amp; inequality in heterosexual couples</i> Ranson, G. (2012). Men, paid employment, and family responsibilities: Conceptualizing the 'working father'. <i>Gender, Work and Organisation</i> , 19 (6), 741-761.
F July 25	Lecture 9 – Chapter 10: <i>Coercion, violence &amp; consent in heterosexual encounters</i> Gavey, N., & Schmidt, J., (2011). 'Trauma of rape' discourse: A double-edged template for everyday understandings of the impact of rape? <i>Violence Against Women</i> , 17, 433-456.
M July 28	Quiz 3 & Assignment 3
W July 30	Lecture 10 – Chapter 11: <i>Women's eating problems &amp; the cultural meanings of body</i>

	<p><i>size</i></p> <p>Gill, R., Henwood, K., &amp; McLean, C. (2005). Body projects and the regulation of normative masculinity. <i>Body and Society</i>, 11 (1), 37-62.</p>
F August 1	<p>Lecture 11 – Chapter 12: <i>Psychological suffering in social &amp; cultural context</i></p> <p>Potts, A., Gavey, N., Grace, V., &amp; Vares, T. (2003). The downside of Viagra: Women's experiences and concerns. <i>Sociology of Health &amp; Illness</i>, 25 (7), 697-719.</p>
M August 4	<i>University Closed Heritage Day</i>
W August 6	Lecture 12 – Chapter 13: <i>Feminism &amp; Gender in Psychotherapy</i>
F August 8	Quiz 4 & Assignment 4
M August 11	<p>Lecture 13 – Chapter 14: Comparing women &amp; men</p> <p>Cole, E. (2009). Intersectionality and research in psychology. <i>American Psychologist</i>, 64 (3), 170-180.</p>
W August 13	<p>Lecture 14 – Chapter 15: Psychology's place in society</p> <p>Wilkinson, S. (1988). The role of reflexivity in feminist psychology. <i>Women's Studies International Forum</i>, 11 (5), 493-502.</p> <p>Pick up take-home exam.</p>
R August 14	<i>Summer Term Ends. Last day to withdraw from course</i>
August 18	Take-home exam due. <i>Final exam dates.</i>