

**Psychology 439**
**Psychology of Gender**
**Fall 2016**

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### Course Description

Gender has been thought of as a system of power relations, a means of structuring social relations, and a constraint on people's identities and social practices. In this course, you will be introduced to gender scholarship that emphasizes gender as a culturally embedded social practice. Thus, you will learn what this means in terms of a theory of gender and research on gender-related topics. In order to understand the relevant gender research, you will also be introduced to some of the basics of interpretative research. The specific gender topics that we will explore include gender and children's development, equality and inequality in heterosexual couples, coercion in heterosexual encounters, body size and women's eating problems, gender and mental health, and a critical evaluation of the tradition of sex-differences research.

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 use in addressing gender-relevant problems. In practice, this means relatively frequent testing and addressing questions about the meanings of gender through several assignments. Some of these assignments involve collaborative learning, that is, working in groups in class with the assistance of the instructor. In this way, students will benefit from the knowledge generated by the group and the deepening of knowledge that occurs when they share their understandings with others.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Describe the theoretical foundations of the concept gender	1,2,5	A
Describe how gender is implicated in several areas of psychological study, including development, intimate relationships, and mental health	1,2,5,7	A
Describe the theoretical foundations and methods of interpretative research	3	C
Apply concepts and methods discussed in the course to analyse how gender works in the social world	1,2,4,6,7	A
Work effectively in groups to facilitate individual learning	4	A

Critical reading of primary research literature	1.2.4.7	A
Use theory and critical analysis of research on gender to develop novel research proposals	1,2,3,4,6,7	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### 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 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 and other course information on D2L.

### Evaluation

Final course grades will be based on the following components:

1. Tests (30%)
2. Assignments (30%)
3. Reading responses (15%)
4. Final paper (25%)

### Course Components

1. **Tests (30%):** The **three** tests 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 test format is short answer, which in this case means a few sentences to a paragraph. During tests, you will be allowed only the printed test and pen or pencil (erasers are also okay). Each test is worth 10% of the final grade.

See the department/university policy on Absence from a Test/Exam below.

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

Test	Date	Material covered
1	Monday, Oct. 3	Ch. 1-5 plus readings
2	Monday, Nov. 7	Ch. 6-10 plus readings
3	Monday, Dec. 5	Ch. 11-15 plus readings

2. **Assignments (30%):** The **two** assignments involve two components – (a) group work in class and (b) an individual paper - each of the papers is worth 15% of your final grade.

(a) **In-class component:** For each assignment, you will address a set question that is related to the material covered in the previous test. Each group will work together during the class period. 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 identical from one assignment to the next (normally, group size will be four students). Before the end of the assignment class, each group will submit a brief report on their progress in addressing the question, along with the names of all group members to the digital dropbox in D2L. The group answers should be approximately 500 words. You can consider this to be a rough draft on which to base your individual paper. As such, you will not receive a grade for it, although it does constitute a record of your participation and the ideas produced within the group.

- (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 report. I will not accept an individual paper if you did not hand in the group report with a group. The individual paper may be no longer than 1000 words. It will be submitted to the D2L dropbox before midnight on the appropriate due date listed in the table below. Your grade on these papers will reflect 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?), the clarity of your language and presentation, and the writing style and format. For each assignment, a grading rubric will be provided on D2L before the in-class work.

Both a group report (with your name included) and an individual paper must be submitted for the project to count towards your final grade in this course. Late papers will result in the loss of one letter grade per day (i.e., a late individual paper that is graded 'A-' will be awarded a 'B+'). Missed assignments will be handled in the same manner as missed tests, i.e., with satisfactory medical documentation that covers the in-class session for a particular assignment, a make-up assignment will be provided.

Assignment	In-class group work	Individual paper due date (before midnight)
1	Wednesday, Oct. 5	Wednesday, Oct. 12
2	Wednesday, Nov. 9	Wednesday, Nov. 16

3. **Reading responses (15%):** For **three** of the assigned articles (see Reading List), you are to submit a reading response before the lecture for which the article has been assigned (see the lecture schedule below). Each reading response will count 5% toward your final grade for a total of 15%. A reading response includes (a) at least five sentences that constitute a critical reaction to the reading, i.e., it is your personal reaction to the reading and NOT a summary of the content (e.g., you can apply the reading to your own life or the experience of a friend or family member; you can reflect on how the reading supports or challenges your worldview and/or your values; you can reflect on how the reading supports or challenges your opinions and beliefs; you can address the significance of the reading for you personally, your family, your community, your ethnic group, your social class, and so on; you can identify points of strength as well as any weaknesses or problems, etc.) and (b) a question, for example, requesting clarification of something in the reading, response to a criticism or concern about the reading, or how something in the reading may be related to a matter in which you have a personal interest. You must make a connection between your question and your critical reaction or provide a separate justification for your question.

**Submit your reading response for a particular article on D2L prior to the lecture for which the article has been assigned**, e.g., for the Lecture 2 reading on Sept. 14, you need to submit your reading response before 17:00 on Sept. 14. Please note that if you submit more than three reading responses, I will evaluate only the first three. Also, I will evaluate only reading responses that are submitted before the deadline.

4. **Final paper (25%):** There are two parts to this assignment.

(a) **In-class component:** This entails group work in class on **Nov. 30** and **Dec. 7**. As with the first two assignments, the groups cannot be identical to the previous groups (for Assignments 1 and 2), and you must participate in the group work in order to hand in a final paper. This time however you will form groups on **Nov. 28** and I will give you some time in class to make a choice between two published research articles (both take a sex/gender differences approach) to be the focus of your assignment.

This assignment centres on sex/gender differences research, which as we will discuss, has been very controversial throughout psychology's history. On **Nov. 30**, each group will evaluate their selected article in light of the concerns about sex/gender differences that we will be discussing in the course. Thus, it is very important that you read the article before the Nov. 30 class. At the end of class, each group will submit a 500-word (maximum) summary of their discussion of the article in the appropriate Dropbox folder on D2L.

On **Dec. 7**, you will develop a proposal for a study on the same topic as the research article, using an interpretative research design. By this point in the course, you will have already learned something about the methods of interpretative researchers, both from your text and from the published research articles that you have been reading. I do not expect a detailed proposal. You are to generate a research question by drawing on the weaknesses of the article that you discussed on Nov. 30, i.e., any concerns related to the sex/gender differences paradigm adopted by the researchers. The point then is to propose an interpretative study that would improve on the deficiencies of the published article. Your proposal will consist of a research question and rationale for the question, a brief description of the sample to be used and explanation regarding why that sample is appropriate, and a proposed method of data collection. At the end of class, each group will submit a 500-word (maximum) summary of their discussion of the article in the appropriate Dropbox folder on D2L (same rules as for the two assignments).

(b) **Individual paper:** Each student who participated in the in-class group work will submit an individual paper that is based on the group work—both the critical evaluation of the published research article and the proposed research using an interpretative research design. I will not accept an individual paper if you did not hand in the group reports with a group. The individual paper may be no longer than 2000 words. It will be submitted to the D2L dropbox before midnight on **Wednesday, December 14**. I will provide more details of the assignment in a document posted on D2L.

Both a group report (with your name included) and an individual paper must be submitted for the project to count towards your final grade in this course. Late papers will result in the loss of one letter grade per day (i.e., a late individual paper that is graded 'A-' will be awarded a 'B+'). Missed assignments will be handled in the same manner as missed tests,

i.e., with satisfactory medical documentation that covers the in-class session for a particular assignment, a make-up assignment will be provided.

### **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 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%

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/Due Dates	Readings
M Sep12	<b>Lecture 1:</b> Intro to the course	
W Sep 14	<b>Lecture 2:</b> Gender and culture in psychology	Chapter 1 Shields (2016)
M Sep 19	<b>Lecture 3:</b> Categories and social categorization	Chapter 2 Cole (2009)
W Sep 21	<b>Lecture 4:</b> Laying the foundation	Chapter 3 Hewett (2015)
F Sep 23	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.	
M Sep 26	<b>Lecture 4:</b> Theories of gender  Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.	Chapter 4
W Sep 28	<b>Lecture 5:</b> A turn to interpretation	Chapter 5 Braun, Tricklebank, & Clarke (2013)
F Sep 30	Fee payment deadline for Fall Term full and half courses.	
M Oct 3	<b>Test 1</b>	
W Oct 5	<b>Assignment 1</b>	
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Oct 12	<b>Lecture 6:</b> Doing interpretative psychological research <b>Assignment 1 DUE</b>	Chapter 6 Oransky & Marecek (2009)
M Oct 17	<b>Lecture 7:</b> Discursive approaches to studying gender and culture	Chapter 7 Edley & Wetherell (1999)
W Oct 19	<b>Lecture 8:</b> Discursive approaches cont.	
M Oct 24	<b>Lecture 9:</b> Gender and culture in children's development	Chapter 8 Jackson, Vares, & Gill (2012)
W Oct 26	<b>Lecture 10:</b> Identity and equality in heterosexual couples	Chapter 9 Nentwich (2008)
M Oct 31	<b>Lecture 11:</b> Coercion, violence, and consent in heterosexual couples	Chapter 10 Bay-Cheng & Bruns (2016)
W Nov 2	<b>Lecture 12:</b> Coercion, violence, and consent in heterosexual couples	Stern, Cooper, & Greenbaum (2015)
M Nov 7	<b>Test 2</b>	
W Nov 9	<b>Assignment 2</b>	
Nov 10--13	Reading Days. No lectures.	

F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Nov 14	<b>Lecture 13:</b> Women's eating problems and the cultural meanings of body size	Chapter 11 Holmes (2016)
W Nov 16	<b>Lecture 14:</b> Psychological suffering in social and cultural context <b>Assignment 2 DUE</b>	Chapter 12 Lafrance & McKenzie-Mohr (2013)
M Nov 21	<b>Lecture 15:</b> Feminism and gender in psychotherapy	Chapter 13 Skoger & Magnusson (2015)
W Nov 23	<b>Lecture 16:</b> Comparing women and men	Chapter 14 Hare-Mustin & Marecek (1994); Kimball (2007)
M Nov 28	<b>Lecture 17:</b> Psychology's place in society, and society's place in psychology <b>Set up groups for final paper</b>	Chapter 15
W Nov 30	<b>Group Work for Final Paper</b>	
M Dec 5	<b>Test 3</b>	
W Dec 7	<b>Group Work for Final Paper</b>	
F Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
W Dec 14	<b>Final paper DUE</b>	
Dec 12-22	<b>There is no Registrar-scheduled final exam in this course.</b> Fall Term Exam Period.	

### 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**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf) .

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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **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 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 **Dec 9, 2016**.

### **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 130 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.:** [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **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.ucalgary.ca/provost/students/ombuds>)

### **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 **September 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.