



UNIVERSITY OF  
CALGARY

**Department of Psychology**  
**Psychology 439 (L02) – Psychology of Gender**  
**Winter 2009**

---

<b>Instructor:</b>	<b>H. Lorraine Radtke</b>	<b>Lecture Location:</b>	A 253
<b>Phone:</b>	403-220-5223	<b>Lecture Days/Time:</b>	TR/5:00-6:15 pm
<b>Email:</b>	radtke@ucalgary.ca		
<b>Office:</b>	Admin 255B		
<b>Office Hours:</b>	TR/3:00-4:00 pm		

---

### **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, the development of gender, gender and social relationships (stereotypes, emotion, relationships, sexuality), and the association of gender with mental health. We will also touch on the distinction between gender and sex. A gender perspective involves recognizing that femininity and masculinity/female and male are defined in relation to one another, and maintains a focus on *similarities and differences*. Rooted in feminist theory and scholarship that was spawned by the second wave of the women's movement, the psychology of gender foregrounds the experiences of girls and women and existing gender inequities and offers a corrective to the historical male bias at the centre of feminist critiques of psychology in the 1960's. The male experience is incorporated, and we will specifically consider some of the research from the developing field of Masculinity Studies. An important theme woven into the treatment of each topic is diversity--it is well recognized that other social differences intersect with gender in shaping our experience.

The learning environment will be a hybrid between the traditional lecture model and a collaborative learning model. Thus, a key course component is a group project, providing students with an opportunity to work together on a gender-relevant problem. Through the sharing of project outcomes with the class, all students will benefit from the knowledge generated by each group.

### **Required Text**

Brannon, L. (2008). *Gender: Psychological perspectives* (5th ed.). Boston: Pearson. [Available at the University of Calgary Bookstore]

### **Evaluation**

Final course grades will be based on four course components:

- Exams (50%)
- Class participation (10%)
- Group project presentation (20%)
- Individual paper based on group project (20%)

- (1) **Exams** (50% of final grade): **Two** non-cumulative exams, with multiple choice and written answer format.

Multiple-choice questions will be generated from the textbook, and the written questions (definitions, paragraph-length answers) will be generated from the lectures.

Exam Date	Course Component	Weighting
T Feb. 24, 2009	Midterm 1 (Brannon, Ch. 1–7) Lectures (Jan. 13, 2009 – Feb. 19, 2009)	20%
T Mar. 31, 2009	Midterm 2 (Brannon, Ch. 8-10, 12-14, 16) Lectures (Feb. 12, 2009 – Mar. 12, 2009)	30%

- (2) **Class participation** (10% of final grade): A collaborative learning model requires students to actively participate in the learning environment. One opportunity is to attend the group presentations, ask questions or make comments, and provide written feedback (of course, this does not include your own group's presentation). You will receive 1% for each peer feedback sheet you hand in, and students who evaluate all of the presentations will automatically receive the full 10%. Completed peer feedback sheets will be handed in at the end of the class in which the presentation was made. A copy of the feedback sheet is posted on Blackboard so that you can see what is involved, but the instructor will provide the feedback sheets when they are needed.
- (3) **Group project** (20% of final grade): The projects will be completed by groups of four students maximum. Details of the 10 topic areas, method for assigning students to groups, project requirements, and evaluation criteria are posted on Blackboard.

Project Deadlines	Project Component	Weighting
F Jan. 23, 2009	Email rank order of 10 topic areas to instructor	0%
T Jan. 27, 2009	Group assignments and presentation dates posted on Blackboard	0%
R Feb. 12, 2009	Project plan Informal peer evaluation of participation	5% 0%
R Apr. 2, 2009 – R Apr. 16, 2009	Project presentation Formal peer evaluation of participation	12% 3%

Please note the following:

- Students who do not email their rankings of the topic areas by the deadline will be randomly assigned to a group.
- A print copy of the project plan and the signed informal project participation forms are to be handed in during class. Project participation forms are posted on Blackboard for you to download and print.
- Power point presentations will be emailed to the instructor **one day before** the scheduled presentation so that they may be posted on Blackboard for the other students to download.
- A student who misses their group presentation will receive 0% for the project presentation grade unless they provide documentation for a medical excuse.

- Signed formal project participation forms are to be handed in during the class when the group is presenting. Project participation forms are posted on Blackboard for you to download and print.

(4) **Individual paper** (20% of final grade; due **Friday, April 17, 2008**) – Each student will submit a paper (maximum 3000 words) based on the group project. Although all the members of each group will be drawing on the same material used in the group presentation, each group member is expected to write their own paper in their own words. Care must be taken to avoid plagiarism. Details, including requirements for the paper and evaluation criteria, are posted on Blackboard. Late assignments will be accepted, but will be penalized one letter grade per day (e.g., an A paper handed in on November 24 will have the grade reduced to A-, etc). Students must provide a printed copy of their paper; emailed papers will not be graded. They can be given to the instructor in class or placed in the green box outside A275.

### 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.

## Lecture Schedule

Date	Topic/Readings/Due Dates
T Jan 13	Lectures begin Introduction to the course and Chapter 1 (The Study of Gender)
R Jan 15	The Study of Gender cont.
T Jan 20	Chapter 2 (Researching Sex and Gender)
R Jan 22	Chapter 3 (Gender Stereotypes – Masculinity and Femininity)
F Jan 23	<b>Deadline to submit project rankings</b> Last day for registration and change of registration. No fee refunds after today.
T Jan 27	Gender Stereotypes cont. <b>Assignment to project groups</b>
R Jan 29	Chapter 4 (Hormones and Chromosomes)
T Feb 3	Chapter 5 (Theories of Gender Development)
R Feb 5	Chapter 6 (Developing Gender Identity)
T Feb 10	Developing Gender Identity cont.
R Feb 12	Chapter 7 (Intelligence and Cognitive Abilities) <b>Deadline for project plans and informal evaluation of group participation</b>
T Feb 17	Reading Week – No classes Feb 15-22
R Feb 19	Reading Week – No classes Feb 15-22
T Feb 24	<b>Exam 1</b>
R Feb 26	Chapter 8 (Emotion)
T Mar 3	Chapter 9 (Relationships)
R Mar 5	Relationships cont.
T Mar 10	Chapter 10 (Sexuality)
R Mar 12	Sexuality cont.
T Mar 17	Chapter 12 (Careers and Work)
R Mar 19	Chapter 13 (Health and Fitness)
T Mar 24	Chapter 14 (Stress, Coping, and Psychopathology)
R Mar 26	Chapter 16 (How Different?)
T Mar 31	<b>Exam 2</b>
R Apr 2	<b>Two group presentations</b>
T Apr 7	<b>Two group presentations</b>
R Apr 9	<b>Two group presentations</b>
T Apr 14	<b>Two group presentations</b>
R Apr 16	<b>Two group presentations</b> Last day to allocate research participation credits.
F Apr 17	<b>Deadline for paper</b> Lectures end. Last day to withdraw.

### 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. 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**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. 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 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.

### **Course Credits for Research Participation**

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 **April 16, 2009**.

### **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 220-5567.

**Student Union VP Academic:** Phone: 220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

**Important Dates**

The last day to drop this course and still receive a fee refund is **January 23, 2009**. The last day to withdraw from this course is **April 17, 2009**.