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**Psychology 439****Psychology of Gender****Winter 2016**

<b>Instructor:</b>	H. Lorraine Radtke	<b>Lecture Location:</b>	SA 119
<b>Phone:</b>	403-220-5223	<b>Lecture Days/Time:</b>	TR/12:30-1:45PM
<b>Email:</b>	radtke@ucalgary.ca		
<b>Office:</b>	Admin 212		
<b>Office Hours:</b>	By appointment		

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**Course Description and Goals**

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 frequent testing and addressing questions about the meanings of gender through regular 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.

**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 on the web or 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, information about where to locate the readings and other course information on D2L.

## Evaluation

Final course grades will be based on the following components:

1. Tests (40%)
2. Assignments (30%)
3. Reading responses (10%)
4. Final paper (20%)

## Course Components

1. **Test (40%):** The **four** 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. Each test is worth 10% of the final grade. No aids allowed during tests.

See the 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	Tuesday, Jan. 26	Ch. 1-3 plus readings
2	Tuesday, Feb. 23	Ch. 4-7 plus readings
3	Tuesday, Mar. 22	Ch. 8-11 plus readings
4	Tuesday, Apr. 12	Ch. 12-15 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.
  - (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.

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+') including weekends. 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	Thursday, Feb. 25	Thursday, Mar. 3
2	Thursday, Mar. 24	Thursday, Mar. 31

3. **Reading responses (10%):** For **two** of the 10 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 10%. 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 Jan. 14, you need to submit your reading response to Cole (2009) before 12:30 pm on Jan. 14. Please note that if you submit more than two reading responses, I will evaluate only the first two. Also, I will evaluate only reading responses that are submitted before the deadline.

4. **Final paper (20%):** You will evaluate an article published in a peer-reviewed psychology journal in the last five years that studies gender differences related to one of the course topics. You will evaluate the article in light of the concerns about sex/gender differences that we will be discussing in the course. More details about the assignment, including the grading criteria, will be provided at the beginning of the course and will be posted on D2L.

There are two important dates associated with this paper. First, by **Mar. 17, 2016**, I will provide you with a list of articles from which you may choose. Second, your paper is due Monday, **Apr. 20, 2016** before midnight. It is to be submitted on D2L.

The maximum length of the paper is 1000 words. The title page should include the reference to the article as well as your name, the course name, the date of submission, and the word count for your paper.

Late papers will result in the loss of one letter grade per day (i.e., a late paper that is graded 'A-' will be awarded a 'B+').

### 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%

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.



## Tentative Lecture Schedule

Date	Topic/Activity/Due Date	Readings
T Jan 12	<b>Lecture 1:</b> Introduction to the course/some history of the field/Gender and culture in psychology Winter term lectures begin.	Chapter 1`
R Jan 14	<b>Lecture 2:</b> Categories and social categorization	Chapter 2 Cole (2009)
T Jan 19	<b>Lecture 3:</b> Laying the foundation	Chapter 3 Bhatia (2007)
R Jan 21	<b>Lecture 4:</b> Laying the foundation cont.	
F Jan 22	Last day to drop Winter Term half-courses.	
M Jan 25	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
T Jan 26	<b>TEST 1</b>	
R Jan 28	<b>Lecture 5:</b> Theories of gender	Chapter 4
T Feb 2	<b>Lecture 6:</b> A turn to interpretation AND Doing interpretative psychological research	Chapter 5 Chapter 6
R Feb 4	<b>Lecture 7:</b> Doing interpretative psychological research	Oransky & Marecek (2009)
T Feb 9	<b>Lecture 8:</b> Discursive approaches to studying gender and culture	Chapter 7
R Feb 11	<b>Lecture 9:</b> Discursive approaches to studying gender and culture cont.	Edley & Wetherell (1999)
Feb 14-21	Reading Week. No lectures. University open (except Family Day).	
M Feb 15	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Feb 23	<b>TEST 2</b>	
R Feb 25	<b>ASSIGNMENT 1</b>	
T Mar 1	<b>Lecture 10:</b> Gender and culture in children's identity development	Chapter 8 Jackson, Vares, & Gill (2012)
R Mar 3	<b>Lecture 11:</b> Identity and equality in heterosexual couples <b>Assignment 2 DUE</b>	Chapter 9 Nentwich (2008)
T Mar 8	<b>Lecture 12:</b> Coercion, violence, and consent in heterosexual couples	Chapter 10
R Mar 10	<b>Lecture 13:</b> Coercion, violence, and consent cont.	Stern et al. (2015)
T Mar 15	<b>Lecture 14:</b> Women's eating problems and the cultural meanings of body size	Chapter 11 Strother et al. (2012)
R Mar 17	<b>Test 15:</b> Eating problems cont.	
T Mar 22	<b>TEST 3</b>	

R Mar 24	<b>ASSIGNMENT 2</b>	
T Mar 29	<b>Lecture 16:</b> Psychological suffering in social and cultural context	Chapter 12 Lafrance & McKenzie-Mohr (2013)
R Mar 31	<b>Lecture 17:</b> Feminism and gender in psychotherapy <b>Assignment 2 DUE</b>	Chapter 13 Avdi (2015)
T Apr 5	<b>Lecture 18:</b> Comparing women and men	Chapter 14
R Apr 7	<b>Lecture 19:</b> Psychology's place in society, and society's place in psychology	Chapter 15
T Apr 12	<b>TEST 4</b>	
W Apr 13	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.	
W Apr 20	<b>Final paper DUE</b>	
Apr 16-27	<b>There is no Registrar-scheduled final exam in this course.</b> Winter Term Final Examinations.	

### 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 date, 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 via the Department Office (Admin 255), 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 **April 13, 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 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 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 **January 22, 2016**. Last day for registration/change of registration is **January 25, 2016**. The last day to withdraw from this course is **April 13, 2016**.