

Psychology 439
Psychology of Gender
Winter 2019

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 appointment

Lecture Location: EDC 284
Lecture Days/Time: TR/12:30-13:45

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.

In this course, 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 assessing your learning through testing and assignments that address questions about the meanings of gender. 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), and the expected level of achievement.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|---|-----------------------------------|-----------|----------|
| Describe the theoretical foundations of the concept of gender | Tests, assignments, minute papers | 1,4 | A |
| Describe how gender is implicated in several areas of psychological study, including development, intimate relationships, and mental health | Tests, assignments, minute papers | 1,2,4,5,7 | A |
| Describe the theoretical foundations and methods of interpretative research in the context of gender studies | Tests, minute papers | 1,4,5 | A |

| | | | |
|--|--------------------------|-------------|---|
| Apply concepts and methods discussed in the course to analyse how gender works in the social world | Tests, assignments | 1,2,3,4,6,7 | A |
| Critically analyze primary research literature | Reading reactions, tests | 1,2,4 | 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

Psychology 300 and 301, one of 345 or 351, and admission to the Psychology major or Honours program.

Required Text

Magnusson, E., & Marecek, 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.

Assessment Methods

Final course grades will be based on the following components:

1. Reading reactions (15%)
2. Minute papers (5%)
3. Tests (40%)
4. Assignment – group presentation (10%)
5. Assignment – individual paper (20%)
6. Participation points (10%)

Reading reactions (15%): The purpose of this assignment is to assess your understanding of the readings (i.e., the assigned journal articles) and encourage you to read critically in preparation for lecture. There are **TWO** opportunities to do this assignment and for each one you have some choice. For Reading Reaction #1 (**5% of your final grade**), you choose **ONE** of the assigned readings for **Feb 5 or 12**. For Reading Reaction #2 (**10% of your final grade**), you choose **ONE** of the assigned readings for **Feb 26, March 7, 12, 14, or 19**.

For each reading reaction, you will answer the following two questions about the assigned journal article (you may not write a reading reaction for a textbook chapter) in a short essay (maximum 500 words or about two pages double-spaced):

- (1) What is the author's primary claim about gender?
- (2) What is your reaction to the author's claim?

A more detailed explanation of what is expected and a grading rubric will be posted on D2L. These assignments are to be handed in **at the beginning of the class when they are due (see the course schedule)**. Late assignments will not be accepted, without approved documentation.

Minute papers (5%): The purpose of this assignment is to assess your understanding of lecture material and encourage you to engage with it. In particular, can you sift through the details and abstract the central points? At the end of each lecture, I will pose a question about an important point made in lecture that can be answered in a few words or sentences. You will have **three minutes** to answer the question. The written answers are handed in immediately at the end of lecture (you need to bring at least one piece of paper to class for this purpose).

Graded as pass/fail – your answer will either be correct or not correct about what I said in class. Beginning **January 22**, you will have **14** opportunities to complete this assignment (see the course schedule). Each minute paper will contribute **.5% to your final grade**. To achieve the full 5% toward your final grade, you need to **correctly answer 10 questions**. If you correctly answer all 14 questions, I will give you **one bonus percent toward your final grade**.

Only when students are close to having correctly answered all 14 questions will there be any accommodation for absences with documentation. This means that the documentation must cover all of the absences that together with the successfully answered questions would total 14. In this case, a student will qualify for the bonus percent.

Tests (40%): 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). No ipods, ipads, or computers may be used. **Test 1** is worth **10% of the final grade**. **Test 2 and 3** are each worth **15% 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 | Tuesday, Jan. 29 | Ch. 1-4 plus readings |
| 2 | Tuesday, Mar. 5 | Ch. 5-9 plus readings |
| 3 | Tuesday, Mar. 26 | Ch. 10-12, 14-15 plus readings |

Assignment (30%): The assignment involves two components – (a) group work in class that will be evaluated on the basis of a group presentation (**10% of final grade**) and (b) an individual paper (**20% of final grade**) that is based on the group work but allows individual students to develop the project according to their preferences.

(a) In-class group work and presentation (10%): Groups of 3-5 students (the maximum number of groups will be 9) will collaborate to address a topic related to gender. Each group will work together during two classes (**March 28, April 2**) to identify a problem related to the topic, propose solutions to the problem, and create a presentation. This process will involve searching the literature and reading relevant research. Further, students may use the internet to gather relevant “data”. In general, this assignment involves applying what you have learned in the course. Details of the assignment, including a grading rubric for the presentation, will be posted on D2L. I will be in class to answer any questions and facilitate the group work.

Students will be assigned to groups based on their interest in the topic. A list of topics will be available by **January 17**. Students will submit a ranked list of topic preferences in the appropriate Dropbox folder on D2L by **March 7**. Assignment to groups will occur by **March 12**. Students will be provided with a list of problems to choose from in advance of March 12 and will be asked to provide Dr. Radtke with a ranked list of preferences. Dr. Radtke will assign students to groups based on their preferences. Students will not determine their own groups as one key element of the assignment is developing the skills needed to work collaboratively in a context much like one encounters in the everyday world.

Once assigned to groups, students are expected to do some preparatory work researching the topic before the group meets. When the group work starts on March 28, students should also expect to do some individual work on the project outside of class. Students may meet as a group outside of class time if the group members agree to do so, but the two in-class meetings are designed to eliminate that need. As the individual paper draws from this group work, each group member is well advised to invest as much of their time on the assignment as they normally would for any course paper. The advantage here is the collaborative learning environment in which individual group members will benefit from the efforts of one another.

At the end of class, March 28 and April 2, each group will post a brief report of their progress to the appropriate Dropbox folder (**they are to be posted by 4:30 pm that day**). This brief report of a maximum 500 words will address their progress on the assignment and must include the names of all group members who participated that day. The reports will be used to assign participation points (see the participation points section below).

The nine groups will make 15-minute presentations (using powerpoint) on April 4, 9, and 11. Three groups will present each class, allowing time for discussion. The schedule of presentations will be available by **March 19**. In the presentation, students will provide some general background to the topic, outline the problem that they identified and their justification for focusing on that particular problem, and propose solutions along with justification for their proposals. The presentations will be evaluated for their format (e.g., font size, slide background, etc.), content, and style (e.g., whether presenters spoke from notes or read a script, etc.). See the grading rubric on D2L for details. Groups are to post a copy of their powerpoint presentation in the appropriate Dropbox on D2L **by 4:30 pm the day before they are presenting**.

Students who are absent during their group's presentation will receive a grade of 0 unless they have supporting documentation. With appropriate documentation, they will be excused from the assignment and their final grade will be based on the other components that make up the final grade.

(b) Individual paper (20%): In order submit an individual paper, students must have participated in the group work in class, including the presentation (unless they have appropriate documentation to cover their absences). The group work will provide a foundation for this paper, but students may also deviate from the group work if they wish to do so. The individual paper may be no longer than 1500 words. It will be submitted **by Thursday, April 18 at 4:30 pm** either to Dr. Radtke in her office or to the greenbox outside of A225. Your grade on this paper will reflect the strength of your answer (i.e., how well you completed the requirements of the assignment, e.g., does the general background provided give the reader a sense of what is known about the topic? Is the problem clearly outlined? Is the choice of problem convincingly justified based on theory and empirical literature?) and the writing style and format. A grading rubric will be provided on D2L.

Late papers will be accepted with a penalty of 10% per day, including weekends, unless of course there is appropriate documentation to support deferred term work.

Participation Points (10%): Participation points will be awarded in three different ways. First, students will earn **2% toward the final grade** for their participation in the group work on March 28 and April 2 (1% per day). Second, students within each group will evaluate one another's contributions to the assignment using a simple questionnaire that will be posted on D2L. Each student will submit their evaluations of the other students in their groups to the appropriate folder on Dropbox **by 4:30 pm on April 12**. Each student will receive a participation score based on the average of the scores awarded them by the other group members. This will contribute **4% toward the final grade**. Third, students will earn **.5%** each time they evaluate a group presentation other than their own. The evaluations will be submitted to Dr. Radtke at the end of the class. As there are eight presentations, students may earn up to **4% toward the final grade**.

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

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|----|---------|----|--------|----|--------|----|--------|
| 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. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

| Date | Topic/Activity/Due Date | Readings |
|----------|---|---|
| W Jan 2 | Winter term begin. | |
| R Jan 10 | Lecture 1: Intro to the course Gender and culture in psychology | Textbook: Ch. 1 |
| T Jan 15 | Lecture 2: Gender and culture in psychology cont. Categories and social categorization | Textbook: Ch. 2 Weisstein (1993/1968) |
| R Jan 17 | Lecture 3: Categories and social categorization cont. Laying the foundation Last day to drop Winter Term half-courses. | Textbook: Ch. 3 |
| F Jan 18 | 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 22 | Lecture 4: Laying the foundation cont. Theories of gender Minute Paper #1 | Textbook: Ch. 4 Oransky & Marecek (2009) |
| R Jan 24 | Lecture 5: Theories of gender cont. Minute Paper #2 | |
| F Jan 25 | Tuition Fee Deadline | |
| T Jan 29 | Test 1 | |
| R Jan 31 | Lecture 6: A turn to interpretation Minute Paper #3 | Textbook: Ch. 5 |
| T Feb 5 | Lecture 7: Doing interpretative psychological research Reading Reaction 1a Minute Paper #4 | Textbook: Ch. 6 McClelland, Rubin, & Bauermeister (2016) |
| R Feb 7 | Lecture 8: Discursive approaches to studying gender and culture | Textbook: Ch. 7 |

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| | Minute Paper #5 | |
| T Feb 12 | Lecture 9: Discursive approaches to studying gender and culture (2) Reading Reaction 1b Minute Paper #6 | Edley & Wetherell (1999) |
| R Feb 14 | Lecture 10: Discursive approaches to studying gender and culture (3) Minute Paper #7 | |
| Feb 17-24 | Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | |
| M Feb 18 | Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | |
| T Feb 26 | Lecture 11: Gender and culture in children's development Reading Reaction 2a Minute Paper #8 | Textbook: Ch. 8 Jackson, Vares, & Gill (2012) |
| R Feb 28 | Lecture 12: Identity and equality in heterosexual couples Minute Paper #9 | Textbook: Ch. 9 |
| T Mar 5 | Test 2 | |
| R Mar 7 | Lecture 13: Coercion, violence, and consent in heterosexual couples Reading Reaction 2b Minute Paper #10 | Textbook: Ch. 10 Bay-Cheng & Bruns (2016) |
| T Mar 12 | Lecture 14: Women's eating problems and the cultural meanings of body size Reading Reaction 2c Minute Paper #11 | Textbook: Ch. 11 Donaghue & Clemitshaw (2012) |
| R Mar 14 | Lecture 15: Psychological suffering in social and cultural context Reading Reaction 2d Minute Paper #12 | Textbook: Ch. 12 Lafrance & McKenzie-Mohr (2013) |
| T Mar 19 | Lecture 16: Comparing women and men Reading Reaction 2e Minute Paper #13 | Textbook: Ch. 14 Jordan-Young & Rumiati (2012) |
| R Mar 21 | Lecture 17: Psychology's place in society, and society's place in psychology | Textbook: Ch. 15 |

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| | Minute Paper #14 | |
| T Mar 26 | Test 3 | |
| R Mar 28 | Assignment | |
| T Apr 2 | Assignment cont. – prepare presentations | |
| R Apr 4 | Group presentations | |
| T Apr 9 | Group presentations | |
| R Apr 11 | Group presentations | |
| F Apr 12 | Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses. | |
| Apr 15-27 | Winter Term Final Examinations. | |
| R Apr 18 | Individual Paper Due | |
| Apr 19 | Good Friday | |
| Apr 30 | Winter Term Ends | |

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen 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 Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. Once approved by the instructor 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

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.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

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

Student Union Faculty Rep.: 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

(<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 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.