

# Psychology of Gender

MW 11:00-12:15

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**Professor:** Erica Weisgram

**Office:** Science D235

**Office Hours:** 10am-11am T; 1-2 TTh, by appointment

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**Text:** Brannon, L. (2016). Gender: Psychological Perspectives, 7<sup>th</sup> Ed. Allyn and Bacon.

**Course Website:** Canvas ([canvas.uwsp.edu](https://canvas.uwsp.edu))

**Prerequisites:** Passing grade in Psych 110

## I. Course Description

This course will explore the construct of gender from a feminist (and equalist!) perspective. We will discuss the construct of gender and how it is changing over time, development of gender identity, how nature and nurture interact in determining gender-related constructs, gender differences between men and women specifically, and current research methodology in studying these topics.

## II. UWSP GEP Social Science Learning Outcomes

This course meets the General Education Program Investigative Level Social Science requirement for undergraduate students. The GEP Social Science Learning Outcomes are as follows:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

## III. Goals of the Course

One goal of the course is to dispel myths and stereotypes about gender through the careful examination of **research** in psychology. Specifically, this course will develop students' critical thinking skills by examining gender beliefs in popular culture and the popular press and contrasting them to psychological findings. A second goal is to examine both the biological basis and cultural basis of gender, gender roles, masculinity/femininity, and stereotypes.

#### IV. Class Format

Because of the dynamic nature of the topic, and the prevalence of gender theories in individuals and the popular press, this course will employ a wide variety of teaching strategies. There will be a number of discussions (both small and large group), films, exercises and demonstrations, lectures, and possibly guest speakers. Students are expected to participate fully in all parts of the course, particularly discussions.

#### V. Course Requirements

There are 200 points available in this course. They are distributed as followed:

- 150 pts. Exams (50 pts each)
- 30 pts. Project (30pts)
- 20 pts. Reflection Papers (10 pts each)

A. *Exams.* There will be three exams given throughout the term with the last exam taking place during the finals day. All exams will cover material presented in lecture, films, and the textbook. Exams will be a combination of multiple choice, short answer, and essay. If a student is unable to take the exam on the scheduled date for a University-approved reason, a make-up exam will be available for those who contact the professor prior to the exam date. Students who do not contact the professor about an absence before an exam (“No shows”) and do not have documentation of accident, illness, or injury for that day will receive a 0 without the possibility of making up the exam.

B. *Project.* There will be one project relating themes presented in class and in the text book. For the project, a number of options will be given. Students are to choose one option. Details of this project will be given approximately 1 week in advance and handouts will accompany each option (on D2L). Late papers cannot receive full credit ( -10% points for every day late) and will not be graded until finals week. Papers will be turned in through the **D2L Dropbox by 11:59pm.**  
-Projects often include observations of individuals or of environments in which individuals develop. Students will then make a qualitative analysis of their observations.

C. *Reflection Papers.* Throughout the semester, additional readings will be assigned to complement the course material. On the day the reading is due, each student will be required to submit a brief summary of the reading assigned (~1/2-3/4 page single spaced) and two thoughtful discussion questions. Papers are due at 9:00am via **D2L Dropbox** to the instructor. No late papers will be accepted.

D. *Attendance/Participation.* Attendance is expected for this course. In addition, because of the significant discussion component of the course, participation is also expected. Attendance will be taken at various points during the semester.

## V. Course Policies

- Most importantly, students should demonstrate respect and professionalism toward fellow students and the instructor throughout the course. At times, we will be discussing controversial topics on which there may be varying opinions. Students are encouraged to express their *informed* opinions in a respectful manner toward all students in the class and toward persons of all genders, ethnicities, and sexual orientations.
- Students should be open-minded to learning new information about gender, and issues surrounding gender and diversity.
- Students should arrive to class on time with cell phones and text messaging devices turned off. Students who are texting in class may be asked to leave by the instructor until they are finished.
- Students should check their e-mail at least once per day for possible course-related information. E-mail will be the official mode of communication for this course. Students should feel free to e-mail me at any point with questions about course content. Students can generally expect a prompt response. (However, e-mails sent past 5pm may not be read until the next day.) When e-mailing, please put "PSY 240" in the subject line to prevent being sorted into Junk Mail by the e-mail filter.

## VI. University Policies and Information

A. *Academic Dishonesty*. Academic dishonesty of any form (i.e., cheating, plagiarism, faking data, etc.) will not be tolerated. If a student is participating in any dishonest behavior, they will receive a "0" for the assignment or exam. It is important to uphold the academic integrity of this institution. Additional information about the consequences of academic dishonesty can be found in the Course Catalog. The instructor is under a professional and moral obligation to follow all of these policies. Please consult this website if you have any questions or concerns about academic plagiarism: <http://library.uwsp.edu/guides/vrd/plagiarism.htm>

### B. *Students with Disabilities*

Students with disabilities will be appropriately accommodated with documentation (e.g., extra time on quizzes or exams; quiet location for testing). Please see Disability Services <http://www4.uwsp.edu/special/disability/> for further information and contact me with your form within the first two days of class.

### C. *Student Rights and Responsibilities*

Information about student rights and responsibilities can be found at: <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

### D. *Withdrawal from Courses*

September 14th is the last day to drop a 16-week course without a grade. November 10 is the last day to drop a 16-week course/Last day to withdraw from school. See Registration and Records for more information: <https://www.uwsp.edu/regrec/Pages/default.aspx>

## **VII. Recommended Reading in Gender Development**

Blakemore, Berenbaum, & Liben (2009). Gender Development. Psychology Press

Eliot (2009). Pink Brain, Blue Brain: How small differences grow into troublesome gaps-- and what we can do about it. Boston : Houghton Mifflin Harcourt

Orenstein (2011). Cinderella Ate My Daughter: Dispatches from the Frontlines of the New Girlie-Girl Culture.

Brown, C. S. (2014) Parenting Beyond Pink and Blue. Ten Speed Press.

## **VIII. Resources for students:**

Counseling Center: <http://www.uwsp.edu/counseling/Pages/default.aspx>

--Provides assistance for students for a number of issues including personal and academic concerns (including Time Management!)

Psychology Club: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>

--Presentations, workshops, and meetings around the study of psychology

Psi Chi: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>

-National Psychology Honor Society

Peer Mentoring : <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>

--Mentoring program for psychology majors

## IX. Course Schedule

Week	Day	Topic	Text Reading	Assignments
Week 1	Sept. 5	Introduction and Syllabus	Chapter 1	
Week 2	Sept. 10	The Construct of Gender		
	Sept. 12	The Construct of Gender		
Week 3	Sept. 17	The Construct of Gender		
	Sept 19	Research Methods	Chapter 2	<b>RP Due: Kuper et al.</b>
Week 4	Sept 24	Research Methods		
	Sept. 26	Gender Stereotypes	Chapter 3	
Week 5	Oct. 1	Gender Stereotypes		
	Oct. 3	Hormones and Chromosomes	Chapter 4	
Week 6	Oct. 8	Hormones and Chromosomes		
	Oct. 10	<b>EXAM 1 (Chapters 1-4)</b>		
Week 7	Oct. 15	Theories of Gender Dev.	Chapter 5	
	Oct. 17	Gender Development		
Week 8	Oct. 22	Gender Development Part 2	Chapter 6	
	Oct. 24	Gender Development Part 2		
Week 9	Oct. 29	Emotions	Chapter 8	<b>RP Due:</b>
	Oct. 31	Relationships	Chapter 9	
Week 10	Nov. 5			
	Nov. 7	Sexuality	Chapter 10	
Week 11	Nov. 12			
	Nov. 14	<b>EXAM 2 (Chapters 5, 6, 8, 9, 10)</b>		
Week 12	Nov. 19	Intelligence and Cognition	Chapter 7	
	Nov. 21			
Week 13	Nov. 26	School	Chapter 11	
	Nov. 28			
Week 14	Dec. 3	Careers and work	Chapter 12	

	Dec. 5	Careers and Work		
Week 15	Dec. 10	Psychopathology	Chapter 14	<b>Project Due!!</b>
	Dec. 12	Psychopathology		
Finals	<b>Dec. 18 10:15</b>	<b>EXAM 3 (Chapters 7, 11, 12, 14)</b>		