

Psychology of Gender

MWF 11-1:50, D314

Professor: Erica Weisgram

Office: Science D235

Office Hours: 1-2pm MW; via Zoom by appointment

Email: eweisgra@uwsp.edu

Text: Brannon, L. Gender: Psychological Perspectives, 7th Ed. Allyn and Bacon.

Course Website: Canvas (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, two options will be given. Students are to choose one option. Details of this project will be given approximately 1 month in advance and handouts will accompany each option (on Canvas). 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 **Canvas 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. *Journal Article Summary.* Throughout the semester, students will read a journal article in the field and write a summary. Students will write a 1 page summary of the article provided. Papers are due at 11:59pm via **Canvas 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. If you have to miss a class, please plan to get notes from a fellow student. If you need to miss more than three consecutive classes, please contact the instructor.

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.
- Students are not to photograph or record other students or the instructor without their express permission.

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. [Academic Concerns for Students - Dean of Students | UWSP](#)

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*

See Registration and Records for information and important dates : <https://www.uwsp.edu/regrec/Pages/default.aspx>

VII. Recommended Reading in Gender Development

VanderLaan, D. and Wong, W. (2022). Gender and Sexuality Development: Contemporary Theory and Research. Springer.

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. 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.

VanderLaan, D. P., & Wong, W. I. (2021). Gender and Sexuality Development. Springer.

Weisgram, E. S., & Dinella, L. M. (2018). Gender-typing of children's toys: How early play experiences impact development. American Psychological Association.

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	Jan 23	Introduction and Syllabus	Chapter 1	
	Jan 25	The Study of Gender		
	Jan 27	The Study of Gender		
Week 2	Jan 30	The Study of Gender		
	Feb 1	Research Methods	Chapter 2	
	Feb 3	Research Methods		
Week 3	Feb 6	Gender Stereotypes	Chapter 3	
	Feb 8	Gender Stereotypes		
	Feb 10	Gender Stereotypes		
Week 4	Feb 13	Hormones and Chromosomes	Chapter 4	
	Feb 15	Hormones and Chromosomes		Journal Summary Due
	Feb 17	Hormones and Chromosomes		
Week 5	Feb 20	EXAM 1 (Chapters 1-4)		
	Feb 22	Project Instructions!!!		
	Feb 24	Theories of Gender Development	Chapter 5	
Week 6	Feb 27	Theories of Gender Development		
	March 1	Theories of Gender Development		
	Mar 3	Theories of Gender Development		
Week 7	Mar 6	Gender Development Part 2	Chapter 6	
	Mar 8	Gender Development Part 2		
	Mar 10	Gender Development Part 2		
Week 8	Mar 13	Emotions	Chapter 8	Journal Summary Due
	Mar 15	Emotions		
	Mar 17	Emotions		
Week 9	Mar 27	Relationships	Chapter 9	
	Mar 29	Relationships		

	Mar 31	Relationships		
Week 10	April 3	Sexuality	Chapter 10	
	April 5	Sexuality		
	April 7	Sexuality		
Week 11	April 10	EXAM 2 (Chapters 5, 6, 8, 9, 10)		
	April 12	Intelligence and Cognition	Chapter 7	
	April 14	Intelligence and Cognition		
Week 12	April 17	School	Chapter 11	
	April 19	School		
	April 21	School		
Week 13	April 24	Careers and work	Chapter 12	
	April 26	Careers and work		
	April 28	Careers and work		
Week 14	May 1	Psychopathology	Chapter 14	
	May 3	Psychopathology		
	May 5	Psychopathology		
Week 15	May 8	Therapy	Chapter 15	Project Due!!
	May 10			
	May 12			
Finals	Finals	EXAM 3 (Chapters 7, 11, 12, 14,15) May 17th 12:30-2:30		