



COURSE OUTLINE

The course description is online @

- Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

Students will critically examine psychological research and theoretical perspectives on gender. Biological, cognitive, social, and cultural variables influencing gender development and identity are examined. Special attention is paid to gender roles, stereotypes, differences, similarities, and communication in everyday life. Topics include gender and work, relationships, sexuality, and mental health are reviewed.

1. Instructor Information

(a)	Instructor:	Denise M. Iacobucci, PhD		
(b)	Office Hours:	Mondays 10:30-11:20am, Tues. 1:00 to 2pm, Wednesdays 9:30 to 10:20am, Thursdays 10:30-11:20am and by appointment		
(c)	Location:	Psych 258- 5:30 – 8:30pm Ewing 344		
(d)	Phone:	250-370-3221	Alternative Phone:	250-208-9384
(e)	Email:	iacobuccid@camosun.bc.ca ALWAYS ☺		
(f)	Website:	Course material on D2L (see below for access instructions)		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Critically evaluate research and theory on gender and gender issues.
2. Identify the methodological challenges involved in gender research.
3. Analyze the biological, social and cultural elements of gender identity.
4. Discuss historical changes in gender roles and gender stereotypes.
5. Outline the role of gender in areas such as work, relationships, communication style, mental health, sexuality and social interactions.
6. Use gender-sensitive communication skills.

The outcomes will be measured by a combination of examinations, assignments, presentations, group work, and discussions.

3. Required Materials

(a) Text

- Caplan, P. J., & Caplan, J. B. (2009) *Thinking critically about research on Sex & Gender*. Pearson Allyn & Bacon, Boston, MA.

(b) Required Readings

- Nelson, A. (2010) *Gender in Canada (4th Edition)*. Pearson Canada, Toronto; ON. (Chaps. 1, 2 and 6)

(c) Other Readings

Chapter Excerpts & Student Exercises from the following provided:

- Brannon, L. (2011). *Gender: Psychological Perspectives*(6th Ed). Allyn & Bacon, Boston, MA.
- Crawford, M (2006). *Transformations: Women, Gender, & Psychology*. McGrawHill, NY, NY.
- Kilmartin, C. (2010) *The Masculine Self* (4th ed). Sloan Publishing, Cornwall-on-Hudson, NY.
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, Vol. 60, No. 6, 581–592 DOI: 10.1037/0003-066X.60.6.581 (**Available on-line and on D2L**)
- Lips, H. (2008). *Sex and Gender: An Introduction* (6th ed.). McGraw-Hill, NY, NY.

D2L

To access the course website on D2L;

- 1) Open browser (i.e., Internet Explorer)
- 2) Type in: <http://online.camosun.ca/>
- 3) Next, (if it is your first time signing on) enter your user name followed by your last name and the day of your birth. For example denise.iacobucci22 for born on June 22nd.
- 4) Then enter your password which will be your date of birth in *mmddyy* format (if it is your first time signing on). For example 062274 for June 22nd, 1974.
- 5) Once into D2L you will be required to change your password.

4. Course Content and Schedule

There is one, 3-hour interactive lecture each week. This means students will listen, discuss, reflect, and engage in activities on gender. At times during the semester, we will move to the computer labs for the last hour of class to begin work on course assignments.

I believe participation and attendance is very important. If you must miss class, call me at 370-3221 or e-mail me at iacobucciD@camosun.bc.ca. If I am not available please leave a message on my voicemail.

5. Basis of Student Assessment (Weighting)

Students' performance in Psychology and Gender will be based on take-home report (1), critical reflections (6), research proposal (1), research paper (1), gender share (1) and class participation.

(a) Critical Reflections - (30%)

Students will complete 6 critical reflections for this course. These are designed to be used as part of a journal process that helps students integrate learning from lectures and text within their personal and academic lives. Critical reflections are designed for students to apply their learning as well as their critical and creative thinking skills to topics covered in lecture. Reflections are written in double-spaced format.

Here is the first critical reflection exercise to be completed after the first lecture and first week's readings. Students can start work on questions 1 to 4 prior to class.

Critical Reflection #1 (attributed to Zoe Dennison)

Choose two or three children's stories. These can be in the form of storybooks, children's novels, or fairy tales and answer the following questions **with references from readings**.

1. How were females and males portrayed in these stories?
2. Did these portrayals support a stereotyped or idealized images of females and males? If so, how?
3. Rewrite one story, switching the gender of the characters.
4. What did you learn in this rewriting?
5. How does your learning connect to the material covered in the readings for week #1.

(b) Mid-term Report (Take-home Exam) (25%):

There will be 2 take-home reports due in this course using short and long answer questions. Students will be provided with practice questions on each topic every week.

Students will be assigned a choice of questions and will be provided approximately one week to answer these and submit their reports.

(c) Research Paper (25%)

Students will be conducting a research paper on a topic in gender psychology. Guidelines for the APA written paper on a gender topic will be provided in class.

(d) Research Paper Proposal (5%)

This is a maximum 2-page, double-spaced statement regarding your intended research paper for this course. Your proposal will include an introduction to the topic, thesis statement, and at least 4 references for your paper.

(d) Gender Share (5%)

Students will share a gender story with classmates no more than 5 minutes long that depicts a moment in their lives where they learned something about gender. Students will link this experience to material covered in class. Participants will sign up for gender share on week one.

(f) Class Participation (10%) Students will be participating in large and small group exercises as well as individual activities throughout the course. Attendance

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Psychology and Gender Section 001 Winter 2015

Tentative Timetable DRAFT

Week	Lecture Topic & Activities	Readings	Assignment Due Dates
1) Jan. 6 th	Intro to Course & Students Stereotyping & Gender Critical Reflection #1 on Stereotypes (5%)	Preface, Chp 1 Caplan & Caplan <u>Readings Posted to D2L</u> Chap. 1 of Nelson (1-8,14-37) Chap. 2 of Kilmartin (D2L)	
2) Jan. 13 th	Researching Sex & Gender Methodological Issues in Gender Studies Critical Reflection #2 (5%)	Chap. 2 & 3 of Caplan & Caplan Hyde (2005) (D2L)	<u>Critical Reflection #1- 5%</u>
3) Jan. 20 th	Gender Share #1 & #2 Theoretical Perspectives on Gender: The Biological Critical Reflection on Research #3 (5%)	<u>Chapter 7 & 9 Caplan & Caplan Posted to D2L</u> Brannon Chap 4 (D2L)	<u>Critical Reflection #2- 5%</u>
4) Jan. 27 th	Gender Share #3 & #4 Theories of Gender Development & Gender Identity	Chapters 5 Brannon (D2L)	<u>Critical Reflection #3 5%</u>
5) Feb. 3 rd	Gender Share #5 & #6 Theories on Gender Development and Gender Identity Continued	Chapter 4 Kilmartin (D2L)	<u>Research Paper Proposal 5% Due</u>
6) Feb. 10 th	Gender Shares Catch-up on Course Material Report #1 Assigned	Catch up Week Work on Reports & Papers	
7) Feb. 17 th	Gender Share #7 & #8 Emotion & Cognition Critical Reflection Assigned – 5%	Chap. 4 & 5 Caplan & Caplan Chap. 11 & 12 Caplan & Caplan	RESEARCH REPORT #1 Due – 25%
8) Feb. 24 th	Gender Share #9 & #10 Gender and Relationships Critical Reflection Assigned – 5%	Chapter 13 Caplan & Caplan <i>Chapter 13 Kilmartin</i> Chapter 9 Brannon	<u>Critical Reflection #4-5%</u>
9) March 3 rd	Gender Share #11 & #12 Gender, Work, & Career Critical Reflection Assigned – 5%	Chapter 6 Nelson - Work <i>Chapter 10 Kilmartin Work</i>	<u>Critical Reflection #5-5%</u>
10) March 10 th	Gender Share #13 & #14 Gender issues, equality, & social change	Chapter 10 Nelson	<u>Critical Reflection #6-5%</u>
11) March 17 th	Gender Share #15 & #16 Role of research in understanding gender Report #2 Assigned	Chapter 14 Caplan & Caplan	
12) March 24 th	Gender Share #17 & #18	Catch-Up Week Work on Reports & Papers	<u>Research Papers Due -25%</u>
13) March 31 st	Gender Share #19 & #20 Gender, Coping, & Mental Health Reflective Learning Summative Activity	Lecture, Activities, & Discussion	
14) April 7 th	Course Wrap-Up, & Evaluation & Final Reflections		Return Course Work

Note: this schedule is tentative and any changes will be discussed in class.

Psychology, Gender, and Women On-line Resources

On-line Resources of Interest

Professional Associations:

1. Section on Women and Psychology (Canadian Psychological Association), Sexual Orientation and identity:

<http://www.cpa.ca/aboutcpa/cpasections/SWAP/>

<http://www.cpa.ca/aboutcpa/cpasections/sexualorientationandgenderidentity/>

2. Sexual Orientation and Gender Identity Section of the CPA

<http://www.sogii.ca/>

3. Society for the Psychology of Women (Division 35, American Psychological Association):

<http://www.apa.org/divisions/div35/>

4. Section IV on Lesbian, Bisexual and Transgender Concerns

<http://www.apa.org/about/division/div44.aspx>

5. Association for Women in Psychology (U.S): <http://www.awpsych.org/>

6. Society of Men and Masculinity (APA Division)

<http://www.apa.org/about/division/div51.aspx>

7. Women's Program Office of APA: <http://www.apa.org/pi/wpo/>

On-line videos, blogs, and CBC radio programs on Gender

8. CBC – IDEA topics on gender - Please see D2L for other links

Delusions of Gender

Psychologist Cordelia Fine discusses the real science behind gender differences.

<http://www.cbc.ca/ideas/episodes/2012/06/05/delusions-of-gender/>

Research Sites with high quality data (and fact sheets):

10. Women's Research Institute (U.S.): <http://www.wrei.org/>

11. Canadian Research Institute for the Advancement of Women (CRIAW):

<http://www.criawicref.ca/>

12. Health Canada/Statistics Canada Report on Violence against Women:

http://www.hcsc.gc.ca/english/women/facts_issues/facts_violence.htm

13. Statistics Canada for other reports on women and gender <http://www.statcan.gc.ca/>

14. National Council for Research on Women: <http://www.ncrw.org/>

15. Canadian Women's Health Network: <http://www.cwhn.ca/>

16. <http://alumni.berkeley.edu/california-magazine/winter-2014-gender-assumptions>