

## 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:	<b>Denise M. Iacobucci, PhD</b>		
(b)	Office Hours:	<u><a href="#">OFFICE: Fisher 106E (behind the bookstore)</a></u> <u><a href="#">Mondays 9 – 9:50am , Wednesdays 1:30-2:20pm, Fridays 11:30am-12:20pm and by Appointment</a></u>		
(c)	Location:	<u><a href="#">Psych 258- 5:30 – 7:20pm Fisher 306, 7:30pm to 8:20pm Ewing 112</a></u>		
(d)	Phone:	<b>250-370-3221</b>	Alternative Phone:	<b>250-208-9384</b>
(e)	Email:	<u><a href="mailto:iacobuccid@camosun.bc.ca">iacobuccid@camosun.bc.ca</a></u> ALWAYS ☺		
(f)	Website:	<u><a href="#">Course material on D2L (see below for access instructions)</a></u>		

### 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 (taken from the following texts)**

- Nelson, A. (2010) *Gender in Canada (4<sup>th</sup> 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* (6<sup>th</sup> Ed). Allyn & Bacon, Boston, MA.
- Crawford, M (2006). *Transformations: Women, Gender, & Psychology*. McGrawHill, NY, NY.
- Kilmartin, C. (2010) *The Masculine Self* (4<sup>th</sup> 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* (6<sup>th</sup> 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 22<sup>nd</sup>.
- 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 22<sup>nd</sup>, 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](mailto: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 - (25%)**

Students will choose 5 critical reflections to submit for grades out of a possible 6 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 before the first lecture while reading first week's assigned chapters.**

#### **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 (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 (20%)**

Students will be writing an APA research paper on a topic in gender psychology. Guidelines will be provided in class and posted to D2L.

**(d) Research Paper Proposal & Informal Presentation (10%)**

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. Your presentation will not exceed 3 minutes and will introduce your major research/literary thesis/question to the class, preliminary findings, and any outstanding questions you may have or areas you would like instructor feedback.

**(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. With special permission gender share can be a written assignment.

**(f) Class Participation (15%)** Students will be participating in large and small group exercises, short-answer quizzes as well as individual activities throughout the course. Participation Includes 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](http://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 3<sup>rd</sup> course attempt or at the point of course completion.)</i>

<b>CW</b>	<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.
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## 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](http://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 FALL 2016**  
**Tentative Timetable DRAFT**

Week	Lecture Topic & Activities	Readings for Lecture Next WEEK	Assignment Due Dates
1) Sep. 5	<b>NO LECTURE – PLEASE READ for NEXT WEEK ☺ and enjoy writing your critical reflection #1 in the course outline</b>	<u>Readings Posted to D2L</u> Preface & Chap. 1 Caplan Caplan Chap. 1 of Nelson (1-8,14-37) Chap. 2 of Kilmartin (D2L)	
2) Sep. 12	Introductions Student Expectation & Learning Question Survey Attitudes, Stereotyping, & Gender <b>Critical Reflection #2 (5%) Assigned</b>	Chap. 2 & 3 of Caplan & Caplan Hyde (2005) (D2L)	<b><u>Critical Reflection #1 Due- 5%</u></b>
3) Sep. 19	<b>Gender Share #1 &amp; #2</b> Methodological Issues in Gender Studies Researching Sex & Gender <b>Critical Reflection on Research #3 (5%)</b>	Chapter 7 & 9 Caplan & Caplan <u>Posted to D2L</u> Brannon Chap 4 (D2L)	<b><u>Critical Reflection #2 Due- 5%</u></b>
4) Sep. 26	<b>Gender Share #3 &amp; #4</b> Theoretical Perspectives on Gender: The Biological	Chapters 5 Brannon (D2L) Chapter 4 Kilmartin (D2L)	<b><u>Critical Reflection #3 Due 5%</u></b>
5) Oct. 3rd	<b>Gender Share #5 &amp; #6</b> Research Paper Proposal Brief Presentations (sign-up on D2L for order) Gender Development Theories	Chapters 5 Brannon (D2L) Chapter 4 Kilmartin (D2L)	<b><u>Research Paper Proposal Due &amp; Informal Presentation 10% Due</u></b>
6) Oct. 10 <sup>th</sup>	<b>NO CLASSES COLLEGE CLOSED</b> <b>MIDTERM question posted to D2L</b>	<b>MIDTERM QUESTIONS POSTED to D2L</b>	
7) Oct. 17 <sup>th</sup>	<b>Gender Share #7 &amp; #8</b> Theories on Gender Development and Gender Identity	Chap. 4 & 5 Caplan & Caplan Chap. 11 & 12 Caplan & Caplan	<b>MIDTERM Due – 25%</b>
8) Oct. 24 <sup>th</sup>	<b>Gender Share #9 &amp; #10</b> Emotion & Cognition <b>Critical Reflection Assigned – 5%</b>	Chapter 13 Caplan & Caplan <b>Chapter 13 Kilmartin</b> Chapter 9 Brannon	<b><u>Critical Reflection #4-5%</u></b>
9) Oct. 31 <sup>st</sup>	<b>Gender Share #11 &amp; #12</b> Gender and Relationships <b>Critical Reflection Assigned – 5%</b>	Chapter 6 Nelson - Work <b>Chapter 10 Kilmartin Work</b>	<b><u>Critical Reflection #5-5%</u></b>
10) Nov. 7 <sup>th</sup>	<b>Gender Share #13 &amp; #14</b> Gender, Work, & Career <b>Critical Reflection Assigned – 5%</b>	Chapter 10 Nelson	<b><u>Critical Reflection #6-5%</u></b>
11) Nov. 14 <sup>th</sup>	<b>Gender Share #15 &amp; #16</b> Gender issues, equality, & social change	TBA	<b>Work on Research Papers</b>
12) Nov. 21 <sup>st</sup>	<b>Gender Share #17 &amp; #18</b> <b>Gender, Coping, &amp; Mental Health</b>	Chapter 14 Caplan & Caplan	<b>Catch-Up Week Work on Research Papers</b>
13) Nov. 28 <sup>th</sup>	<b>Gender Share #19 &amp; #20</b> Role of research in understanding gender	TBA	<b><u>Research Paper Due - 20%</u></b>
14) Dec. 5 <sup>th</sup>	<b>Course Wrap-Up, &amp; Evaluation &amp; Final Reflections – Gender Share #21 &amp; #22</b> Reflective Learning Summative Activity	Reviewing Learning Questions	<b>Return Course Work</b>

**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](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>