



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-258-001
Psychology and Gender
Fall 2018

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Denise Iacobucci, PhD (please call me Denise or Dr. Iacobucci)
(b) Office hours	Monday & Tuesdays 1:30 to 2:30pm, Wednesdays 12:30-1:30pm & by appointment.
(c) Location	Office - Fisher 106E (behind the bookstore)
(d) Phone	250-370-3221 Alternative: (250) 208-9384
(e) E-mail	iacobuccid@camosun.bc.ca (My Last Name begins with an "i") and e-mail is the best way to reach me ☺
(f) Website	(See D2L courses)

2. Intended Learning Outcomes

Upon completion of this course a 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.

3. Required Materials

(a) **Text**

- Bosson, J.K, Vandello, J. A., & Buckner, C.E. (2019). *The Psychology of Sex and Gender*. Sage Publications. Thousand Oaks, CA.
 - Please refer to edge.sagepub.com/bosson for student resources including flashcards, gender in the news (US) and multimedia clips. Some of these will be used in the course.

(b) **Other Readings (taken from the following texts available thru D2L)**

- Chapter 12. Gender, Sex, and Sexuality by [William Little](#) is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted
- Caplan, P. J., & Caplan, J. B. (2009) *Thinking critically about research on Sex & Gender*. Pearson Allyn & Bacon, Boston, MA.
- [Hyde, J. S. \(2005\). The gender similarities hypothesis. American Psychologist, Vol. 60, No. 6, 581–592 DOI: 10.1037/0003-066X.60.6.581 \(Available on-line and on D2L\)](#)
- [Kilmartin, C. \(2010\) The Masculine Self \(4th ed\). Sloan Publishing, Cornwall-on-Hudson, 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 *mmdyy* 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, 2 to 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 lab for the last hour of class to begin work on course assignments. See the last page of this course outline for a detailed schedule.

Lecture 5:30 to 7:30pm in Fisher 306

Working Seminar 7:40am to 8:20pm in Ewing 112

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

If students decide to miss lectures or labs then they are responsible for ensuring that they understand all materials and are aware of any announcements, including those that may alter future course events.

5. Basis of Student Assessment (Weighting)

Students' performance in Psychology and Gender will be based on the following.

(a) Critical Research Reflections - (20%) – hard copy submission only

Students will submit 4 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 (theory and research) 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, reference assigned readings and reflect research knowledge.

(b) Research Paper Proposal & Research Share (5%) hard copy submission only

This is a maximum 2-3 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. One of these references will be used for your research share the same day you hand in your proposal.

Research Share (5%)

Students will present a research article to seminar. Maximum 5 minutes highlighting rationale, methodology, participants, conclusions and critique of research. Rubric provided in seminar.

With special permission from instructors research share can be a written assignment.

(c) Take-home Midterm Exam (17%):

Students will be assigned a choice of two short and long answer questions (with a total of 4) and will be provided approximately one week to answer these and submit their answers. Students will be expected to reference course material within their answers.

(d) Two Multiple-Choice/True-False Quizzes (total 20%)

Students will practice answers to MC questions all semester and then will have two short MC quizzes on material covered at the halfway point and end of semester (10% each).

(e) Research Paper (18%) hard copy submission only

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

(f) Class Participation (Total 15%)

Students will be participating in large and small group exercises, discussion, short-answer team quizzes as well as individual activities throughout the course.

Participation **includes attendance. (13%)**

Gender Share (2%)

Students will share a gender story with classmates no more than 3 minutes long that depicts a moment in their lives where they learned something about gender. Students will link this experience to material/topics covered in class. Participants will sign up for gender share in the first couple of weeks of class. This is a pass or fail activity.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

The textbook used for this course has a website with many student resources. Please see edge.sagepub.com/bosson.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

Psychology and Gender 258 Section 001 FALL 2018
Tentative Timetable DRAFT

Week	Lecture Topic & Activities	Readings for Lecture Next WEEK	Assignment Due Dates & Seminar
1) Sep. 5	Course Outline Fun Quiz Getting to Know One Another Student Expectations -Learning Survey Introducing Sex and Gender	Chapter 1: Intro Sex & Gender <u>Readings Posted to D2L optional</u> <i>Chap. 1 of Nelson (1-8,14-37)</i> <i>Chap. 2 of Kilmartin (D2L)</i>	Begin Work ☺
2) Sep. 12	<u>Gender Share #1 and #2</u> Studying Sex and Gender	1. Chapter 2 Text 2. Prolouge of Caplan & Caplan (2009) (D2L) 3. Please read Hyde (2005) (D2L) <u>Readings Posted to D2L optional</u> <i>Chap. 2 & 3 of Caplan & Caplan</i>	<u>Critical Reflection #1</u> <u>Due- 5% Chp.1</u>
3) Sep. 19	The Nature and Nurture of Sex and Gender Critical Reflection on Research #2 (5%) Gender Share #3 & #4	Chapter 3 Text <u>Readings Posted to D2L optional</u> <i>Chapter 7 & 9 Caplan & Caplan</i>	<u>Work on Research Paper Proposals</u>
4) Sep. 26	Gender Share #5 & #6 Gender Development	Chapter 4 Text <u>Readings Posted to D2L optional</u> <i>Chapters 5 Brannon (D2L)</i> <i>Chapter 4 Kilmartin (D2L)</i>	<u>Critical Reflection #2</u> <u>Due- 5%</u>
5) Oct. 3	Gender Share #7 & #8 Gender Development Theories Catch-Up if Needed	Chapter 5 Text <u>Readings Posted to D2L optional</u> <i>Chapter 4 Kilmartin (D2L)</i>	<u>Work on Research Paper Proposals</u>
6) Oct. 10	Gender Share #9 & #10 Stereotypes, Discrimination & Power Take-Home MIDTERM QUESTIONS POSTED to D2L	Chapter 6 Text	<u>Research Paper Proposal Share Due 5%</u>
7) Oct. 17	Cognition, Emotion & Communication Gender Share #11 & #12	Chapter 7 & 8 Text Chapter 13 Caplan & Caplan <i>Chapter 13 Kilmartin</i>	<u>MIDTERM Due – 17%</u>
8) Oct. 24	MC Quiz ON First 7 Weeks of Course -10% Critical Reflection #3 Assigned – 5% Gender Share #13 & #14	Chapter 11 Text Chapter 6 Nelson - Work <i>Chapter 10 Kilmartin Work</i>	<u>Critical Reflection #3</u> <u>Due-5%</u>
9) Oct. 31 st	Gender Share #15 & #16 Critical Reflection #4 Gender and Relationships Critical Reflection #4 Assigned – 5%	Chapter 10 Text	<u>Research Shares</u> <u>Work Research Papers</u>
10) Nov. 7	Gender Share #17 & #18 Gender & Physical Health	Chapter 12 Text	<u>Critical Reflection #4</u> <u>Due-5%</u>
11) Nov. 14	Gender Share #19 & #20 Gender & Psychological Health	Chapter 13 Text	<u>Work on Research Papers</u> <u>Research Shares</u>
12) Nov. 21	Review of Work, Relationships, Emotions Gender Share #21 & #22 MC QUIZ on Second Half of Semester 10%	Chapter 9 Text	<u>Work on Research Papers</u>
13) Nov. 28	Gender Share #23 & #24 Role of Research in Understanding Gender Work on Research Papers	Chapter 14 on D2L (Caplan & Caplan, 2009)	<u>Research Paper Due -18%</u>
14) Dec. 5	Course Wrap-Up, & Final Reflections – Reflective Learning Summative Activity	HAVE FUN!	Return Research Papers and Final

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>