



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-258-001
Psychology and Gender
Fall 2019

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	Mondays 10:30 to 11:20am, Wednesdays 8:30-9:30pm, Thursdays 10:30 to 11:20am and 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 *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, 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 7:20pm in Fisher 310 Every Week

Working Seminar 7:30am to 8:20pm in Ewing 112 on NOTED Weeks

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.

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 in text according to APA and reflect research knowledge.

(b) Research Share/Presentation (7%)

Students will present a published research study to seminar. Maximum 5-10 minutes highlighting exceptional research referencing best practices for gender research. Students will summarize researchers' rationale for the study, methodology, participant demographics, conclusions and critiques. Rubric for research share will be provided in class.

(c) Take-home Midterm Exam (16%):

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 (10% + 10% = 20%)

Students will practice answers to MC questions every lecture and will have two short MC quizzes on material covered up to the test date. These are not cumulative.

(e) Research Paper Proposal (5%) and Research Paper (18%) hard copy submissions only

Students will be writing an APA research paper on a topic in gender psychology(18%) . Students are asked to submit a research paper proposal in early October that includes a thesis statement and **at least 4 key research references** (from the last 6 years) (5%). The proposal provides an opportunity for instructor feedback on topics, relevant research and thesis statements. Proposals will not exceed three pages double-spaced (excluding title page and references). Guidelines and marking rubrics for both will be provided in class and posted to D2L.

(f) Class Participation (12% + 2% = 14%)

Students will be participating in large and small group exercises, discussion, as well as individual activities throughout the course. Participation **includes attendance** (12%).

Gender Share 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. **With special permission from instructor research share can be a written assignment.** (2%)

Instructor's NOTE about YOUR GRADE

1. **If you are not satisfied with a grade I have given you, you have the right to ask me to review the work. Work that I review may receive the same grade, a lower grade, or a higher grade.**
2. **I reserve the right to ask you to resubmit work, or to show me extra material related to the review.**

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

- 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 useful and informative student resources. **Please see edge.sagepub.com/bosson.***

STUDENT RIGHTS and RESPONSIBILITIES

- A. All students are responsible for following the College's Student Conduct Policy.
- B. **Student are responsible for producing work used for this course only.** Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work. **If you want to work cooperatively, inform me ahead of time.** It is college policy that *"If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for the course..."*
- C. **Students are responsible for reading the assigned material prior to class so that they are prepared to participate in class discussions and group tasks.**
- D. **If a student requires special accommodation to be successful in this course, please see me (the instructor) the first week of class.** Late work will only be accepted in extreme cases. Please schedule your time to meet all due dates.
- E. Tests must be written as scheduled. Make-up tests will be allowed with proper notice, circumstances and documentation. You must contact the instructor prior to the test, and provide documentation within 3 days of the missed test date to be eligible for the make-up test. Opportunities for make-up times and dates are provided to students by the instructor.
- F. As part of the course, specifically in the lab activities, you always have the right NOT to self-disclose any information.
- G. Students may NOT make an audio or video record of any person while on College premises without their prior consent. Information presented by instructors is considered copyrighted material. **Students may not use recording devices in the classroom without prior permission of the instructor. Recordings made and distributed in class, prohibited.**

- H. Students are responsible for monitoring their grades on D2L throughout the semester. Final grades are posted on D2L for a minimum of 48 hours prior to uploading to Camlink. Students are responsible for contacting the instructor within these 48 hours if there are any questions about their final grades.

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 2019

Week	Lecture Topics Activities & Tests	Readings for Lecture Next WEEK	Assignment Due Dates
1) Sep. 4	Course Outline Fun Quiz Student Intros & Student Expectations Introducing Sex and Gender	Chapter 1: Intro Sex & Gender <i>Chp. 9 Sexual Orientation (291 -308)</i> <u>Readings Posted to D2L optional</u> <i>Chap. 1 of Nelson (1-8,14-37)</i>	Begin Work ☺
2) Sep. 11	Studying Sex and Gender <i>Gender Share #1 and #2</i>	Chapter 2 Text <i>Prolouge of Caplan & Caplan (2009)</i> <i>Please read Hyde (2005)</i> <i>Chap. 2 & 3 of Caplan & Caplan</i>	<u>Critical Reflection #1</u> <u>Due- 5% Chp.1</u>
3) Sep. 18	The Nature and Nurture of Sex and Gender Critical Reflection on Research #2 <i>Gender Share #3 & #4</i>	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. 25	Gender Development <i>Gender Share #5 & #6</i>	Chapter 4 Text <i>Chapters 5 Brannon (D2L)</i> <i>Chapter 4 Kilmartin (D2L)</i>	<u>Critical Reflection #2</u> <u>Due- 5%</u>
5) Oct. 2	Stereotypes <i>Sex, Gender, Nature & Nurture, Development MC Quiz -10%</i> <i>Gender Share #7 & #8</i>	Chapter 5 Text <i>Chapter 4 Kilmartin (D2L)</i>	<u>Work on Research Paper Proposals</u>
6) Oct. 9	Discrimination & Power & Sexism Critical Reflection #3 Assigned <i>Gender Share #9 & #10</i>	Chapter 6 Text	<u>Research Paper Proposal Due 5%</u>
7) Oct. 16	Cognition TAKE HOME EXAM ASSIGNED – 16% <i>Gender Share #11 & #12</i>	Chapter 7 Text <i>Chapter 13 Caplan & Caplan</i> <i>Chapter 13 Kilmartin</i>	<u>Critical Reflection #3</u> <u>Due-5%</u>
8) Oct. 23	Emotion & Communication <i>Gender Share #13 & #14</i>	Chapter 8 Text	<u>MIDTERM Due – 16%</u>
9) Oct. 30	Gender and Relationships Critical Reflection #4 Assigned – 5% <i>Gender Share #15 & #16</i>	Chapter 10 Text	<u>Research Shares</u> <u>Work Research Papers</u>
10) Nov. 6	Gender & Work and Home <i>Gender Share #17 & #18</i>	Chapter 11 Text <i>Chapter 6 Nelson - Work</i> <i>Chapter 10 Kilmartin Work</i>	<u>Critical Reflection #4</u> <u>Due-5%</u>
11) Nov. 13	Gender & Physical Health <i>Gender Share #19 & #20</i>	Chapter 12 Text	<u>Work on Research Papers</u>
12) Nov. 20	<i>Work, Relationships, Emotions & Health</i> MC QUIZ #2 – 10% Psychological Health & Gender <i>Gender Share #21 & #22</i>	Chapter 13 Text	<u>Work on Research Papers</u>
13) Nov. 27	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. 4	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 (CRIAOW):

<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>