

# Psychology of Gender



Course Gender Studies 3301/Psychology 3324-001  
Professor Karen Prager  
Term Spring, 2010  
Meetings T-Th 11:30 a.m.-12:45 p.m. GR 4.428

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## Karen Prager's Contact Information

Office Phone 972-883-2353  
Other Phones 972-618-3886; 214-724-3616 for emergencies  
Office Location GR. 2.600  
Email Address [kprager@utdallas.edu](mailto:kprager@utdallas.edu) *2nd best way to contact me*  
Office Hours Tuesdays, 1:00-2:00. *Best way to contact me*

## Teaching Assistants' Contact Information

Christine Gunderman  
Telephone: (713) 702-5179  
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Office Hours: Thursdays, 1:00-3:00 p.m.

Other Information You can email Dr. Prager & Christine via ELEARNING.

## General Course Information

Pre-requisites None

Course Description

What makes a man? What makes a woman? Do we all fit neatly into one of these two categories? We will tackle such challenging and intriguing questions in this course through the examination of the biology and psychology of gender. With a specific focus on the psychological experience of being a woman or a man, we will investigate the development of gender roles and identities over the life span, stereotypic conceptions of masculinity and femininity and their impact on our conceptions of self and on our life choices. Finally, we will consider women and men in their close relationships and the different perspectives that women and men bring to love and intimacy as a result of growing up female vs. male in the United States.

Learning Objectives 1. Distinguish between gender stereotypes and facts about males and females that are supported by research.

Required Texts & Materials	2.	Recognize & distinguish among explanations for gender-related behavior patterns.
	3.	Identify and describe personal characteristics that moderate the effects of gender (for example, age, cultural background, and sexual orientation)
	4.	Describe several ways that gender influences our views of ourselves and our personal relationships.
	1.	Gender: Psychological Perspectives, 5 <sup>th</sup> edition, by Linda Brannon (Allyn & Bacon). ("Brannon").
	2.	Taking Sides: Clashing Views on Gender, 4 <sup>th</sup> edition, by Jacquelyn W. White (McGraw-Hill) ("Taking Sides).
	3.	Readings in the Psychology of Gender: Exploring Our Differences and Commonalities, by Anne E. Hunter & Carie Forden (Allyn & Bacon). ("Readings Book")
	4.	Articles posted on ELEARNING ("Readings on ELEARNING").

### Assignments & Academic Calendar

Dates for lecture topics are approximate. Dates for tests & assignments are firm.

Date	Topic	Reading Assignment
January 12	Introduction to the Course	Syllabus & Course Objectives
January 14	The Study of Gender	Brannon, Chapter 1
January 19	Feminism and the Psychology of Gender	FILM: Is Feminism Dead? (Baseline Studio Systems)
January 21	Researching Sex and Gender	Brannon, Chapter 2; Reading on eLEARNING, "The Egg & the Sperm"
January 26	Gender Stereotypes	Brannon, Chapter 3 Reading on eLEARNING: "A Fabulous Child's Story"
January 28	Gender Stereotypes & the Media	FILM: Still Killing Us Softly (Insight Media) Brannon, Chapter 6, pp. 149-155 (Sections on the media)
February 2	Gender Attitudes & The Study of Real (vs. Imagined) Sex Differences	Taking Sides, Issue 4: "Are women and men more similar than different?"
February 4	Gender development – Psychodynamic perspectives	Brannon, Chapter 5, pp. 107-117

Sunday, February 7	BROWN BAG DISCUSSION & TEST 1 REVIEW SESSION	12:00 Extra Credit Discussion Group: Issue 4: "Are women and men more similar than different?" & Issue 3, "Do sex differences in math and science careers have a biological basis?" 1:00 Test 1 Review Session
February 9	Intellectual and Cognitive Abilities	Brannon, Chapter 7 Taking Sides, Issue 3, "Do sex differences in math and science careers have a biological basis?"
February 11	<b>FIRST TEST</b>	
February 16	Hormones & Chromosomes	Brannon, Chapter 4 through page 97.
February 18	Hormones & Chromosomes	
February 23	Hormones & Chromosomes, cont'd	Readings book: "Stereotypes, Science, Censorship and the Study of Sex Differences, by Diane F. Halpern
February 25	Gender identity & ambiguity	Brannon, Chapter 4, pp. 101-103; Chapter 6, pp. 155-159. Reading on eLEARNING: "The Five Sexes Revisited" FILM: Multiple Genders: Mind & Body in Conflict (Films for Hum. & Soc. Science)
March 2	Gender identity, cont'd	
March 4	Sexual Orientation	Read on eLEARNING: APA Briefing Sheet on Same-Sex Relationships," APA "Answers to Your Questions about Sexual Orientation and Homosexuality;"
March 9	Sexuality	Brannon, Chapter 10; Reading on eLEARNING: "The Sociology of Hooking Up" – Comment section optional. FILM: Sexuality and Seduction (Films for the Humanities & Sciences)
March 11	Sexuality cont'd	
March 16	SPRING BREAK	
March 18	SPRING BREAK	
Sunday, March 21	Extra credit discussion groups Test 2 Review	1 p.m. Extra Credit Discussion Group: Discussion of Issue 3, "Do sex differences in math and science careers have a biological basis?" & Sexual Orientation readings 2 p.m. Test 2 Review Session

March 23	<b>SECOND TEST</b>	
March 25	Gender development - Learning & Cognitive Perspectives.	Brannon, Chapter 5, pp. 118-134; Brannon, Chapter 6, pp. 135-149.
March 30	Gender development – Learning & cognitive perspectives, cont’d	
April 1	Gender in Emotion	Brannon, Chapter 8 Taking Sides, Issue 4: “Are women and men more similar than different?”
April 6	Gender & Emotion, cont’d	
April 8	Gender & Aggression	Brannon, Chapter 4, pp. 97-102 Reading in Taking Sides: Issue 6: “Are Expressions of Aggression Related to Gender?”
April 13	Gender in Social Interaction	Readings book: “Gender differences in interaction: A reexamination,” by E. Aries. Reading on eLEARNING: “Doing Gender” by West & Zimmerman.
April 15	Gender in Relationships	Brannon, Chapter 9
April 20	LAST DAY TO TURN IN ESSAYS FOR EARLY GRADE Gender in Relationships, cont’d	On eLEARNING: Husbands and Wives in Dual-Earner Marriages, by Bartley, Blanton, & Gilliard
April 22	<b>LAST DAY TO TURN IN TAKING SIDES ESSAY</b> Gender Development and Friendship	
Saturday, April 24	Brown Bag Extra Credit Discussion Group and Test 3 Review Session	12:00 Discussion of “Sociology of Hooking Up” & comments & “Doing Gender” 1: 00 Test 3 Review Session
April 27	Careers & Work	Brannon, Chapter 12
April 29	<b>THIRD TEST</b>	

\*Students may turn in their essays early. Graded early papers will be available no later than April 22, 2010.

### Course Policies

<b>Grading</b>	<b>Tests:</b> There will be three (noncomprehensive) multiple-choice exams. Test grades will reflect the percentage of correct items.
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For each test, you must bring Pearson Scantron #229630 (salmon-colored, landscape orientation) and #2 pencil. You will be required to use your test booklets as cover sheets during tests.

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**Taking Sides Essays - 1 page.** Select one of the Issues from your book, Taking Sides, that has not/will not be assigned in class, and write a 1-page 1.5- or double-spaced essay that covers the following points:

1) Which of the 2 sides you found most persuasive and why, citing arguments used by the author; and 2) why you found the arguments of the other side less persuasive, citing arguments used by the author.

Essays will be graded based on the following:

40% - Quality of your arguments in favor of your position, especially, effective use of the material in the reading

30% - Ability to accurately and fairly represent the arguments of each side (not necessarily to agree with the arguments)

30% - Organization of your ideas, clarity of writing, grammar, spelling, punctuation.

Short papers take longer to write well and require more thought than long ones so give yourself plenty of time to write and revise.

**Due date for essays:**

You will receive feedback on your essays via ELEARNING. Click on the “essays” icon to find it.

Essays are due no later than April 22, 2010. No papers will be accepted after this date. You may turn your paper in early and receive your grade early. There is a place for you to turn in your essays on your ELEARNING homepage. You may not turn in a paper copy and may not turn it in through regular email (unless you want it to get lost in the spam!).

**Turning in your papers via eLEARNING.**

You will be turning in your papers through eLEARNING this semester. It is therefore very important that you understand exactly how this is done. There is an icon on your homepage for turning in the paper. Click on it and you will be taken through a series of steps for turning in your paper. ***You must have JAVA on your computer in order to turn in your paper. If you are unable to turn it in from your personal computer, you are responsible for finding a computer on campus to turn it in.*** You will receive a notification with a time stamp on it once your paper is turned in. The deadline for turning in your paper corresponds to the deadline on ELEARNING (April 22). One minute after the deadline, ELEARNING will not accept your paper, so think like a computer and get it in before the deadline.

Formatting your essay for ELEARNING.

The following are the formatting requirements for your essay.

1. 1.5 or doubled-spaced (no grading advantages either way)
2. One inch margins all around
3. One page only, no cover page.
4. 12 point or elite font.
5. In one of the following word processing formats:
  - a. Microsoft Word .doc

	<p>b. Word Perfect .wpd  c. Rich Text .rtf  d. ASCII (plain) text .txt</p> <p><u>Not acceptable:</u>  Microsoft Works – .wps – or any other document type (I cannot open them).  It is important to use the proper format because once you turn it in, you can't turn it in again. If you're unsure of the format of your document, check the file extension.</p>			
<b>Final course grade:</b>	<u>Attendance</u>	10%		
	<u>First Test</u>	22%		
	<u>Second Test</u>	23%		
	<u>Essay</u>	20%		
	<u>Third Test</u>	25%		
<b>Computation of final Grades</b>	<p align="center"><b>Grades are recorded as percentages – percentage of correct responses.</b></p>			
	<p>Final grades will be computed on a straight grading scale, but . . . Scale will be adjusted downward based on the highest final grade in the class. For example, if the highest final grade in the class is 97, then the range for A will “move down” to 91-95, the range for A- will “move down” to 88-90, and so forth.</p>			
	99 – 100	A+	77-79	C+
	94-98	A	73-76	C
	90-93	A-	70-72	C-
	87-89	B+	67-69	D+
	83-86	B	63-66	D
	80-82	B-	60-62	D-
		Below 60	F (it will be difficult to fail if you do all the assigned work and attend class)	
<b>eLEARNING Resources</b>	<p>The syllabus, course goals and objectives, readings, and all lecture outlines and study aids will be available through eLEARNING. You can access eLEARNING on the UT-Dallas homepage (<a href="http://www.utdallas.edu">http://www.utdallas.edu</a>). Notice eLearning is in the list of links on the left-hand side of the page. Clicking on the link will take you to a login page. Use your NETID and password to get access; when you first log on, you will see a list of your courses. Click on the hyperlink for Gender Studies 3301/Psychology 3324 and you are there. Check your eLEARNING email weekly as I periodically send messages to the class or to individual students. You may also email me with questions and feedback about the course or questions about assignments. If you have trouble accessing anything on eLearning, it is most likely because you have a pop-up blocker that is blocking your view. Pop-up blockers are built in to Google toolbar and other commonly used web-browser add-ons; you could have one even though you didn't install it yourself. Please take time early in the semester to program your pop-up blocker to let you view</p>			

	<p>pop-up windows on eLearning.</p> <p><b>Turning in your papers via eLEARNING.</b> You will be turning in your papers through eLEARNING this semester. It is therefore very important that you understand exactly how this is done. There is an icon on your homepage for turning in the paper. Click on it and you will be taken through a series of steps for turning in your paper. You will receive a notification with a time stamp on it once your paper is turned in. The deadline for turning in your paper corresponds to the deadline on eLEARNING. One minute after the deadline, eLEARNING will not accept your paper, so think like a computer and get it in before the deadline.</p> <p>Formatting your essay for eLEARNING.</p> <p>The following are the formatting requirements for your essay.</p> <ol style="list-style-type: none"> <li>1. Doubled-spaced</li> <li>2. One inch margins all around</li> <li>3. One page only, no cover page.</li> <li>4. 12 point or elite font.</li> <li>5. In one of the following word processing formats: <ol style="list-style-type: none"> <li>a. Microsoft Word .doc</li> <li>b. Word Perfect .wpd</li> <li>c. Rich Text .rtf</li> <li>d. ASCII (plain) text .txt</li> </ol> </li> </ol> <p><b>Not acceptable:</b></p> <p>Microsoft Works – .wps – or any other document type (I cannot open them).</p> <p>It is important to use the proper format because once you turn it in, you may not be able to turn it in again. If you're unsure of the format of your document, check the file extension.</p>
<p><b>Make-up Exams</b></p>	<p>Only students who were ill or whose dependent family members were ill on exam day will be allowed to take a make-up exam. If you have an employer who is likely to schedule you to work on an exam day, you may take an early exam. Please contact one of your TA's to set up a time, <i>at her convenience</i>, when you may take an early or late exam. <b>Unless you have a note from a doctor, funeral home, or hospital, you will have 10 points automatically deducted from your late exam.</b></p>
<p><b>Psychology Department Research Requirement</b></p>	<p>No research participation requirement for this course.</p>
<p><b>Extra Credit</b></p>	<p>Keep your eyes on eLEARNING for extra credit opportunities. Extra credit essays will be turned into your TAs.</p>
<p><b>Class Attendance</b></p>	<p>You are expected to prepare yourself for discussion, questioning, and informed debate on the issues raised in your readings. You are expected to be respectful of other students' opinions even when they are directly opposed to your own views. I expect you to be present, prompt, prepared and focused on the activities of the class. If you are not here, everyone—not just</p>

	<p>you—will suffer for not being able to hear your perspective.</p> <p><b>Ground Rules for Class Discussion:</b>  We have only 4 ground rules to help keep our discussions spirited and respectful.</p> <ol style="list-style-type: none"> <li>1. No male bashing</li> <li>2. No female bashing</li> <li>3. Nobody has to speak for an entire group – everyone speaks for her- or himself.</li> <li>4. Please avoid private conversations in class. I may not be able to hear you from up front, but your fellow students can. Please be considerate!</li> </ol> <p><b>Absences:</b> If you anticipate missing more than 3 class periods, please do not take this class. If you anticipate having to leave the class early more than 1 or 2 times, please do not take this class. Poor attendance and leaving early are disruptive to me and to other students and have a negative impact on the learning experience. That being said, I realize that some absences are unavoidable. If you have to miss class for an emergency, please notify me in advance. I suggest you swap phone numbers or email addresses with two other students in this class so that you can arrange to find out what you missed.</p> <p><b>Attendance grade:</b> Your attendance grade is computed as a simple percentage of the class periods that you are in attendance. <i><b>There are no excused absences.</b></i></p> <p><b>Signing the attendance roster:</b> Each student is responsible for signing the attendance roster during the class. We will mark you absent otherwise, and cannot go back and change the roster once class is over. You may come up after class &amp; sign the roster if you missed it during class.</p>
<p><b>Become a TA!</b></p>	<p><b>*Want to earn 3 hours credit serving as an undergraduate TA for Psychology of Gender in Spring, 2011? 'A-' (and better) students are eligible! Talk with me towards the end of the semester.</b></p>

**Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work

done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department

of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

*These descriptions and timelines are subject to change at the discretion of the Professor.*