

Psychology of Gender



Course Gender Studies 3301/Psychology 3324-001
Professor Karen Prager
Term Spring, 2013
Meetings T-Th 11:30 a.m.-12:45 p.m. JO 3.516

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 *2nd best way to contact me*
Office Hours Thursday, 4-5:15. *Best way to contact me*

Teaching Assistants' Contact Information

TA: Zoheb Alam
Telephone: 510-676-7009
Email: zxa121430@utdallas.edu
Office: HH 1.206
Office Hours: Wednesday, 12:45-2
Other Information: You can email Dr. Prager & Zoheb 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 concepts 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. 2. Recognize & distinguish among explanations for gender-related behavior patterns.

Required Texts & Materials	1.	Gender: Psychological Perspectives, 6 th edition, by Linda Brannon (Allyn & Bacon). ("Brannon").
	2.	Taking Sides: Clashing Views on Gender, 5 th 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 are firm.

Date	Topic	Reading Assignment
January 15	Introduction to the Course	Syllabus & Course Objectives
January 17	The Study of Gender	Brannon, Chapter 1
January 22	Researching Sex and Gender	Brannon, Chapter 2; Reading on eLEARNING, "The Egg & the Sperm"
January 24	Gender Stereotypes	Brannon, Chapter 3 Reading on eLEARNING: "X - A Fabulous Child's Story"
January 29	Gender in Media & Social Interaction	Brannon, Chapter 6, pp. 143-147 (Sections on the media) FILM: The Codes of Gender – (Films for Action), 46 min.
January 31	Gender Attitudes & The Study of Real (vs. Imagined) Sex Differences	Readings book: Chapter 1, "Stereotypes, Science, Censorship and the Study of Sex Differences, by Diane F. Halpern Taking Sides, Issue 4: "Are women and men more similar than different?"
February 5	Gender development – Psychodynamic perspectives	Brannon, Chapter 5, pp. 102-112
February 7	Intellectual and Cognitive Abilities	Brannon, Chapter 7 Taking Sides, Issue 3, "Do sex differences in math and science careers have a biological basis?"
Saturday, February 9, HH 2.502	BROWN BAG DISCUSSION & TEST 1 REVIEW SESSION	Discussion readings: 1 p.m. Taking Sides, Issue 3, "Do sex differences in math and science careers have a biological basis?" and Issue 4: "Are women and men more similar than different?" 2 p.m. Test 1 Review Session
February 12	Cognitive abilities, cont'd	Readings book: Spencer, Steele, & Quinn, "Stereotype threat and women's math performance."

February 14	FIRST TEST	
February 19	Hormones & Chromosomes	Brannon, Chapter 4 through page 92 & pages 97-98.
February 21	Hormones & Chromosomes	
February 26	Hormones & Chromosomes, cont'd	Readings book, Hunter and Forden, "The origins of gender differences in behavior: A dialectical model"
February 28	Gender identity & ambiguity	Chapter 6, pp. 147-150. Reading on eLEARNING: "The Five Sexes Revisited" FILM: Becoming Me: The Gender Within (Films for the Humanities and Social Sciences)
March 5	Gender identity, cont'd	Sean Oshman will speak.
March 7	Sexual Orientation	Read on eLEARNING: APA Briefing Sheet on Same-Sex Relationships," APA "Answers to Your Questions about Sexual Orientation and Homosexuality;" "Appropriate Therapeutic Responses to Sexual Orientation" Read Brannon, Chapter 10, pp. 265-276.
March 12	SPRING BREAK	
March 14	SPRING BREAK	
March 19	Sexuality	Brannon, Chapter 10 through p. 264; Reading on eLEARNING: "The Sociology of Hooking Up" – Comment section optional. FILM: Sexuality and Seduction (Films for the Humanities & Sciences)
March 21	Sexuality cont'd	
Saturday, March 23, HH 2.502	Extra credit discussion groups Test 2 Review	1:00 Discussion of Sexual Orientation readings & "The sociology of hooking up" 2:00 Test 2 Review Session
March 26	SECOND TEST	
March 28	Gender development - Learning & Cognitive Perspectives.	Brannon, Chapter 5, pp. 112-125; Brannon, Chapter 6, pp. 128-143.
April 2	Gender development – Learning & cognitive perspectives, cont'd	
April 4	Gender in Emotion	Brannon, Chapter 8

April 9	Gender & Emotion, cont'd	
April 11	Gender & Aggression	Brannon, Chapter 4, pp. 97-102 Reading in Taking Sides: Issue 7: "Gender Symmetry: Do Women and men commit equal levels of violence against intimate partners?"
April 16	Gender in Social Interaction	Readings book: "Gender differences in interaction: A reexamination," by E. Aries. Reading on eLEARNING: "Doing Gender" by West & Zimmerman
April 18	Gender in Romantic Relationships	Brannon, Chapter 9
April 23	Gender in Relationships, cont'd	On eLEARNING: Husbands and Wives in Dual-Earner Marriages, by Bartley, Blanton, & Gilliard
April 25	Gender Development and Friendship	
Saturday April 27, HH 2.502	Brown Bag Extra Credit Discussion Groups and Test 3 Review Session	1:00 Discussion of "Doing Gender" 2:00 Test 3 Review Session
April 30	Careers & Work	Brannon, Chapter 12
May 2	THIRD TEST	

Course Policies

Grading	Tests: There will be three (noncomprehensive) multiple-choice exams. Test grades will reflect the percentage of correct items. 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.	
Final course grade:	<u>Attendance</u>	12%
	<u>First Test</u>	27%
	<u>Second Test</u>	30%
	<u>Third Test</u>	31%
Computation of final Grades	Grades are recorded as percentages – percentage of correct responses. 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.	

	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)
eLEARNING Resources	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 (http://www.utdallas.edu). 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 pop-up windows on eLearning.			
Make-up Exams	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. Unless you have a note from a doctor, funeral home, or hospital, you will have 10 points automatically deducted from your late exam.			
Psychology Department Research Requirement	No research participation requirement for this course.			
Extra Credit	Keep your eyes on eLEARNING for extra credit opportunities. Extra credit essays will be turned into your TAs.			
Class Attendance	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			

	you—will suffer for not being able to hear your perspective. Ground Rules for Class Discussion: We have only 4 ground rules to help keep our discussions spirited and respectful. 1. No male bashing 2. No female bashing 3. Nobody has to speak for an entire group – everyone speaks for her- or himself. 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! Absences: 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. Attendance grade: Your attendance grade is computed as a simple percentage of the class periods that you are in attendance. <i>There are no excused absences.</i> Signing the attendance roster: 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 & sign the roster if you missed it during class.
Student Accessibility	Do you need special accommodations in order to take your tests? Please let me know at the beginning of the semester & we will get you set up. See the first paragraph, below, for details.
Become a TA!	*Want to earn 3 hours credit serving as an undergraduate TA for Psychology of Gender in Spring, 2013? ‘A-’ (and better) students are eligible! Talk with me towards the end of the semester.

Student Accessibility

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion. OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at studentaccess@utdallas.edu.

"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.