

Psychology of Gender
Fall 2009, Sec. 001
Tuesday & Thursday 8:00-9:15 AM
374 MARB
3 Credit Hours

Instructor: Niwako Yamawaki, Ph.D.

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Course Description:

This course introduces students to psychological research on the experiences, behaviors, and abilities of men and women. We will study attitudes about gender, theories of gender development, and research about similarities and differences between men and women. Topics we will study include sex differences and similarities in mental abilities, personality, social behavior, and relationships. We will also study mental health issues and experiences of men and women in the workplace, as well as look at the most current research documenting advances in gender equity and other gender related issues that continue to need attention.

Goals:

1. To become well acquainted with the field of psychology and gender.
2. To gain insight into the theories discussed in class and read in the text in order to create links between them and your own personal experiences.
3. To become critical consumers of psychological research in order to understand both the strengths and weaknesses of psychological theories.

In order for you to achieve these goals, you should:

- A. Be able to critically analyze the gender research findings that might contradict what you believe. To gain this analytical thinking and knowledge, you should be able to conduct research projects related to gender issues.
- B. Know major psychological theories and research methodologies so that you can critically see the biases in the published research methods and implications.
- C. Understand that there are many controversial perspectives in the psychology of gender that may contradict what you believe. Therefore, you should learn the different view points and bring your own views into harmony with your faith.

Required Text:

Lips, H.M. (2007). Sex & gender: An introduction, 6th edition. McGraw Hill, NY: New York.

Course Requirements:

Your grade will be based on a group presentation and exams, as explained below.

Although class participation will not be part of your grade, I expect you to come to class having read the assigned material and to participate in class discussions.

Group Research Project: During the first couple of classes, you must form a group of approximately 6 people. I will facilitate this process by creating time to form groups and checking the status of the group periodically. Each individual in the group should contribute to a group presentation based on a research project. You will select a research topic related to what you learn in class. There are many controversial perspectives in the psychology of gender. Your group can choose any topic. However, you have to consult with me regarding what your research is and how you will conduct your research before you actually collect data. Previous students have conducted research projects using survey, phenomenological, experimental, narrative, and qualitative methods. Your graduate TA or I will be available for consultation of selection of topic, research design, data analyses, and interpretation of the results. Then, you and your group members will present the research findings on the designated date to your fellow students by using visual aids, such as PowerPoint, media, books, etc., to effectively present your projects. You are not required to write a research paper. However, you have to turn in the materials you use for presentation via email. The group presentation should be done within 20 minutes followed by 10 minutes of peer feedback and evaluation. Be creative and enjoy!

**** You will evaluate all of your group members' work using the evaluation sheet. If you are rated as "inadequate" by more than two members of your group, your grade will be lowered. (peer evaluation--25 points; instructor evaluation—15 points). The group evaluation form is available on Blackboard.**

Exams: (50 points for each midterm and final exams). There will be three midterm exams and a final exam. The exams will consist of multiple-choice questions and short essay questions. The multiple-choice questions will come directly from the textbook and

lectures, while the essay questions will come from class lectures and discussions. The final will not be comprehensive.

There will be a considerable penalty for late exams: If you know that you will not be able to take an exam on the assigned day, you must take it *before* that day to avoid a penalty. Obviously, if you have an emergency, I will consider your situation on an individual basis. In case of illness, please be prepared to bring a note from your doctor. In such cases, I will not deduct any points from your test score. In other cases, I will deduct 5 points from your test score for each day that you are late in taking the test (e.g., if you take a test three days after the scheduled test date, 15 points will be subtracted from your test score). It is your responsibility to be aware of testing center hours. If you for any reason need to take an exam late, go directly to the psychology department receptionist on the 10th floor of the Kimball tower. She will date the exam and pass it on to be graded. If you have a doctor's note or other verified documentation, attach it and hand it in with the test. If you do not have a note, you will lose 5 points for every day the test is late. It is your responsibility to contact either Dr. Yamawaki or the TA regarding the missed test. It is also your responsibility to be aware of the hours the psychology department office is open. Unlike the Testing Center, the department will be closed at 5 pm.

Research Participation: Understanding the process of conducting research is extremely important in the field of psychology. You can achieve this goal by (a) conducting research project, and (b) participating in research projects as research participants. Group presentation project will provide you the opportunity to provide research project. To meet the second objective, You will be given opportunities to gain a maximum of 5 points worth of extra credit by participating in research projects offered by the Department of Psychology. 60 minutes of extra credit participation will be counted as 1 point. The amount of time you spend in the research will not determine how much extra credit you get; instead, the amount of extra credit will be determined by the amount of time the consent form states that participation will take. Therefore, in order for you to receive extra credit, it is your responsibility to keep the informed consent forms as verification of your participation and turn them in to me, all at once, at the end of this semester. Or you can submit a summary of your research participation that can be printed from SONA. Go <http://byu.sona-systems.com/>, login, and then click myschedule/credit. You will be able to print out the summary.

Note: Some researchers may tell you that they will send me a list of the names of the participants. However, since many previous researchers did not follow through with this, I have decided not to use their lists to enter your participation information. If you do not submit consent forms or SONA summary, I will not be able to verify your participation. Therefore, you will **NOT** receive any extra credit in this case.

Grades:

| | |
|--------------------------------------|------------------|
| Three midterm exams (50 points each) | 150 points |
| Group presentation | 50 points |
| <u>Final exam</u> | <u>50 points</u> |
| Total Points Possible | 250 points |

Grades will be calculated on a percentage basis:

93-100%=A 83-86%=B 73-76%=C 63-66%=D
90-92%=A- 80-82%=B- 70-72%=C- 60-62%=D-
87-89%=B+ 77-79%=C+ 67-69%=D+ Below 60%=E

Blackboard:

All information that you will need for class assignments, tests, or grades will be posted on Blackboard. Please check it periodically. In cases of emergency, I would like to use email. Please keep your email address updated with me and check its capacity and any blockage issues (such as junk mail filters).

Honor Code and Other Issues:

I signed and fully support the Honor Code. Any actions not in accordance with it will receive disciplinary action. Please do not cheat. I will know if you are not being honest with me, and I will have to give you zero credit for an exam or assignment if you are caught cheating.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your instructor; contact the Equal Employment Office at 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete the course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

Cell phones must be turned off during class. Text messaging and sending or receiving email via laptop computer during class is prohibited. Persons violating this policy will be dismissed from the lecture. Repeated violations of this policy will result in a reduction in the course grade to be determined by the professor.

Flu policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Final Note:

The instructor reserves the right to make changes in the course schedule, the course requirements, the course grading procedures, and/or any other aspects of the course at any time. Any alterations will be made in the best interest of the students, the course, and the instructor.

TENTATIVE CLASS SCHEDULE

| DATE | CHAPTER TO STUDY | ACTIVITIES |
|-------------------|-----------------------------------|--|
| 9/1 | Introduction and Chapter 1 | Discussion about syllabus and expectation; Lecture on masculinity and femininity; gender stereotype activity; Video "ABC 20/20"; discussion |
| 9/3 | Chapter 1 | |
| 9/8 | Chapter 2 | Lecture on theoretical perspectives on sex and gender; case studies using the theories; discussion |
| 9/10 | Chapter 2 | |
| 9/15 | Chapter 3 | Lecture on researching sex and gender; video "Prisoner of Science--biases in research"; discussion |
| 9/17 | Chapter 3 | |
| 9/22-23 | Midterm Exam #1 | |
| 9/24 | Chapter 4 | Lecture on world apart; discussion |
| 9/29 | Chapter 5 | Lecture on biology and environment; Video "Remarkable story of John/Joan"; discussion |
| 10/1 | Chapter 5 | |
| 10/6 | Chapter 6 | Lecture on perceptual and cognitive abilities; lecture on the history of intelligence and SAT; lecture on stereotype threat; discussion David Pruden (Evergreen) |
| 10/8 | Chapter 6 | |
| 10/13-14 | Midterm Exam #2 | |
| 10/15 | Chapter 7 | Lecture on sexual lives and orientation; invited lecturer from LDS family services (tentative); discussion |
| 10/20 | Chapter 7 | |
| 10/22 | Chapter 8 | Lecture on hormonal and reproductive connections; discussion |
| 10/27 | Chapter 9 | Lecture on mental and physical health; invited lecturer from the Career and Counseling Center (tentative) Dr. Williams (10/30) |
| 10/29 | Chapter 9 | |
| 11/3-4 | Midterm Exam #3 | |
| 11/5 | Group presentation #1 | Two group presentations in each day; evaluation, feedback, and discussion (20 minutes presentation and 5 minutes feedback session) |
| 11/10 | Group presentation #2 | |
| 11/12 | Chapter 10 | Lecture on sex and gender and childhood Heather's lecture |
| 11/17 | Chapter 11 | Lecture on family and friends: Attachment, intimacy, and power Dr. Dorius from religion department |
| 11/19 | Chapter 13 | Lecture on issues in the workplace |
| 12/1 | Group presentation #3 | Two group presentations in each day; evaluation, feedback, and discussion (20 minutes presentation and 5 minutes feedback session) |
| 12/3 | Group presentation #4 | |
| 12/8 | Group presentation #5 | |
| 12/10 | Chapter 13 & Summary & Reflection | |
| Final week | Final Exam | |

**** It is your responsibility to check the time for the tests. Please call the Testing Center or visit the website at <http://testing.byu.edu/students>.**