

Psychology of Gender
Fall 2008, 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.

Expected Learning Outcomes: The objectives of the department's undergraduate curriculum are closely matched to those advocated by the American Psychological Association, the discipline's primary professional body. (Note: The reference to students in the following statement of goals is to students who graduate from the University with a major in psychology.) Graduates will:

- (1) Be able to demonstrate that they understand and can apply basic research methods in psychology, including research design, data analysis, and interpretation of results in light of previous findings.
- (2) Be able to use computers and other research-related technology to competently collect, access, and manage information, communication, and other purposes.
- (3) Be able to express realistic ideas about how to implement their psychological understanding, skills, and values in occupational and family-related pursuits in a variety of settings.
- (4) Be able to critically reflect on the content of psychology as well as on disciplinary values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their serious study of psychology.

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, an integration paper and exams, as explained below. You will be given extra credit if you participate in a research project or present an individual project.

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 8 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—25 points). The group evaluation form is available on Blackboard.*

Exams: (50 points for each midterm exam and for final exam). 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.

Extra Credit: 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.

Research participation

Research participation is strongly encouraged in this class to experience psychological research. 20 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. 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 forget to keep

an informed consent form, 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

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment

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 professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which

may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

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
9/2	Introduction and Chapter 1	Discussion about syllabus and expectation; Lecture on masculinity and femininity; gender stereotype activity; Video “ABC 20/20”; discussion
9/4	Chapter 1	
9/9	Chapter 2	Lecture on theoretical perspectives on sex and gender; case studies using the theories; discussion
9/11	Chapter 2	
9/16	Chapter 3	Lecture on researching sex and gender; video “Prisoner of Science--biases in research”; discussion
9/18	Chapter 3	
9/23-24	Midterm Exam #1	
9/25	Chapter 4	Lecture on world apart; discussion
9/30	Chapter 5	Lecture on biology and environment; Video “Remarkable story of John/Joan”; discussion
10/2	Chapter 5	
10/7	Chapter 6	Lecture on perceptual and cognitive abilities; lecture on the history of intelligence and SAT; lecture on stereotype threat; discussion
10/9	Chapter 6	
10/14-15	Midterm Exam #2	
10/16	Chapter 7	Lecture on sexual lives and orientation; invited lecturer from LDS family services (tentative); discussion
10/21	Chapter 7	
10/23	Chapter 8	Lecture on hormonal and reproductive connections; discussion
10/28	Chapter 9	Lecture on mental and physical health; invited lecturer from the Career and Counseling Center (tentative)
10/30	Chapter 9	
11/4-5	Midterm Exam #3	
11/6	Group presentation #1	Two group presentations in each day; evaluation, feedback, and discussion (20 minutes presentation and 5 minutes feedback session)
11/11	Group presentation #2	
11/13	Chapter 10	Lecture on sex and gender and childhood
11/18	Chapter 11	Lecture on family and friends: Attachment, intimacy, and power
11/20	Chapter 13	Lecture on issues in the workplace
12/2	Group presentation #3	Two group presentations in each day; evaluation, feedback, and discussion (20 minutes presentation and 5 minutes feedback session)
12/4	Group presentation #4	
12/9	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>.**