PSYCH 306 - Psychology of Gender

Summer 2014

Section 001: 2104 JKB on  T Th from 8:20 am - 10:50 am

Instructor/TA Info

Instructor Information

Name: Niwako Yamawaki
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Office Phone: (801) 422-8053
Email: niwako_yamawaki@byu.edu

TA Information

Name: Christina Riley
Office Phone: none
Email: criley011@gmail.com

Course Information

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.

Materials
**Learning Outcomes**

1. **Gender concepts, theories, and research findings**

   Students will demonstrate a fundamental understanding of (a) various concepts and theories of sex and gender, including models of how gender roles are developed and maintained, and (b) the major research findings regarding gender.

   *Measurement:* Multiple choice tests, short essays.

2. **Research knowledge and skills**

   Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.

   *Measurement:* Writing assignment and/or conducting research project.

4. **Critical awareness of cultural effects on gender identity**

   Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through classroom activities and discussions; and
develop an awareness of one’s own expectations and biases as they relate to gender.

*Measurement:* Multiple choice tests, short essays, and/or conducting research project.

3. **Develop skills in gender research**

Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.

*Measurement:* Writing assignment.

5. **Influence of media, institutions, and culture**

Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through class room activities and discussions; and develop an awareness of one’s own expectations and biases as they relate to gender.

*Measurement:* Writing assignment.

**Grading Scale**

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<tr>
<th>Grades</th>
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<tr>
<td>A</td>
<td>93%</td>
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<td>A-</td>
<td>90%</td>
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<td>B+</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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Grading Policy

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, please contact my TAs to schedule to take the test. 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. TAs cannot schedule the late exam with you during holidays and weekends (Saturday and Sunday).

Disputes: Any disputes over grading should be submitted to me in writing within 5 days of receiving the exam or assignment, clearly stating the perceived discrepancy in grade. All submitted grading disputes will be carefully reviewed and discussed with you. If the dispute is valid, appropriate changes will be made. Changes are based solely on merit—no partial credit is given simply for trying to make an argument. Please see Grading Appeal Form for more detailed instructions.
Group presentation policy:

**Group presentation evaluation criteria**

The professors' evaluation of your team's overall performance: (1= poor; 10 = excellent)

- Delivery: Includes eye contact, voice projection, spontaneity vs. reading, body movement, ease of speaking, ability to engage listeners
- Visual Aids: Includes value, creativity, power, and thoughtfulness
- Rigor: Accurate use of course material, substantive content of your argument
- Clarity of Points Made: Coherence and organization of argument
- Contribution to Team: Your feedback based on team ratings

**Evaluation of your team members: (1= poor; 10 = excellent)**

- Preparation and attendance at meetings
- Initiation of ideas; quality of conceptual contribution
- Initiation of group process; quality of group membership
- Follow-through with promises and commitments
- Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity, Speaking vs. Reading)

**Assignments**

**Assignment Descriptions**

**Group presentation**

Due: Tuesday, Jul 22 at 12:00 pm
During the first couple of classes, you must form a group of approximately 5 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 submit a paper to me regarding what your research is and how you will conduct it before you actually collect data. The details about the paper are as follows:

1. State your hypothesis.
2. Describe how you chose your hypothesis by using some studies.
3. Describe your participants.
4. List the dependent variable(s) and the measurement(s) you will use. You must describe the measurements in detail (e.g., items, response style)
5. Describe how you will collect data.

Many students have conducted research projects using survey, phenomenological, experimental, narrative, and qualitative methods. Your 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 to your fellow students by using visual aids, such as PowerPoint, Prezi, media, books, etc., to effectively present your projects. The group presentation should be done within 20 minutes followed by 5 minutes of peer feedback and evaluation. Be creative and enjoy!

Grading: Your grade will be based on the group paper, presentation, and the peer evaluation.

Exam#2

Due: Wednesday, Jul 30 at 9:00 pm

Chapter 5-8
Exam #2 starts from 7/30 and ends on 7/31

Extra Credit

Due: Friday, Aug 08 at 11:59 pm

Participation in research projects in SONA.

Final Exam

Due: Monday, Aug 11 at 11:59 pm

Chapter 9, 10, 11, & 13

During Final Week (8/14 & 8/15)

University Policies

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.

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 and pertains to admissions, academic and athletic programs, and university-
sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Respectful Environment**
"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

**Cell Phone/Computer Use**

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.

**Schedule**

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<td>Chapter 1</td>
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<td>Chapter 2 &amp; 4</td>
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<td>Th - Jul</td>
<td>Chapter 5 &amp; <strong>PAPER DUE</strong> Exam #1 (chapter 1-4) Exam Date: 7/3 &amp;</td>
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