

Instructor/TA Info

Instructor Information

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Office Hours: Mon, Wed, Fri 12:00pm-12:50pm

Or By Appointment

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TA Information

Name: Katherine Christensen

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Or By Appointment

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Course Information

Description

Biological and social contributions to sex role development, sexual self-concept, and complementarity of sex roles.

Prerequisites

PSYCH 307 (<http://catalog2016.byu.edu/family-home-and-social-sciences/psychology/writing-within-psychology>), PSYCH 309 (<http://catalog2016.byu.edu/family-home-and-social-sciences/psychology/psychological-testing>), and PSYCH 310 (<http://catalog2016.byu.edu/family-home-and-social-sciences/psychology/psychological-research-design-and-analysis>); or instructor's consent.

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.

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.

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 class room activities and discussions; and develop an awareness of one's own expectations and biases as they relate to gender.

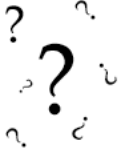
Measurement: Multiple choice tests, short essays, and/or conducting research project.

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.

Materials

Item	Price (new)	Price (used)
 PSYCHOLOGY OF GENDER - Required by HELGESON, V	168.95	126.75

Participation Policy

Course participation (attendance points) will be earned each class period **beginning Monday, September 11**, via circulation of an in-class roll. These points may not be "made up" (you must be physically present to earn them); however, an extra credit opportunity is available (see "Extra Credit Essay").

39 days x 5 points each day = 195 attendance points possible

Mondays: Submission of a weekly Reading Response (upload to Learning Suite by 9am) = 20 points

Wednesdays: Completion of a weekly Key Terms Quiz (take in class - first ten minutes or so) = 10 points

Fridays: Submission of a weekly "Do Gender" Research Experience Write-Up = 30 points

Gender Project Literature Review and In-Class Student Presentation: You may work alone or in partnerships (see assignment details for more information).

Extra Credit Essay: See assignment detail for more information.

Grading Policy

To receive full credit, assignments are due on the dates indicated. Failure to submit by the deadlines will result in a lower grade; 5 points less than the total possible if within 3 days, 10 points less than full credit if within 7 days, and 15 points less than the maximum if > 7 days late.

Grading Policy for Reading Responses* (-3 to -7 for late submission)

Reading Responses are typically due on Monday morning by 9am (unless otherwise specified). Partial credit will be awarded after 9am, as follows:

< 3 days late (or by Wednesday) = -3 points (maximum of 7 points possible)

< 5 days late (or by Friday) = -5 points (maximum of 5 points possible)

< 7 days late (or by the following Monday) = -7 points (maximum of 3 points possible)

*The policy for Reading Responses is slightly different than for other assignments.

NOTE: Since Key Terms Quizzes may not be made up, your lowest quiz score will be dropped.

Final Grade: Please note that an overall percentage of 92.9999% (as you see it in Learning Suite) is still an A- and will not be rounded up. Please do not ask me to arbitrarily round up your grade to the next higher grade. I have included multiple extra-credit opportunities, which should help you even out a lower than anticipated assignment, quiz, or exam score. And, remember that your lowest Key Terms Quiz score will be dropped at the end of the semester.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Reading Response: Chapter 1 (pp. 1-32)

Sep
11

Due: Monday, Sep 11 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 1

Sep
13

Due: Wednesday, Sep 13 at 11:00 am

pp. 31-32

"Do Gender" Research: Chapter 1

Sep
15

Due: Friday, Sep 15 at 11:00 am

1.3 "Life as the Other Sex"

See assignment description and scoring rubric:

Chapter 1 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=ade24289-6Ze5-vFRN-Q0vY-9Oad13276561&pubhash=o5eibUY07FgzJq3P6xVbFRCvs-RnuuVMJVAyG68Kzqw5WHT7rEp-1WcsJ5JpHu0J0Be7CEwE1s9P3iOWKacF2w==\)](#)

Reading Response: Chapter 2 (pp. 36-72)

Sep
18

Due: Monday, Sep 18 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 2

Sep
20

Due: Wednesday, Sep 20 at 11:00 am

p. 72

"Do Gender" Research: Chapter 2

Sep
22

Due: Friday, Sep 22 at 11:00 am

Choose one of the following:

2.1 "Comparing Media Reports to Scientific Reports"

2.3 "Gender-Role Strain"

See assignment description and scoring rubric:

Chapter 2 - DO GENDER 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=ef1b75d0-12qu-slcl-CL5F-Cxffe07577b&pubhash=kzP5kaQUylh6mpC0UbUMzLJFOPp633Bh8Gli3ifAznUbNN002cVEuhHOnH-C20pibt7qfhBuEMDE13r72TnZrQ==\)](#)

Reading Response: Chapter 3 (pp. 76-115)

Sep
25

Due: Monday, Sep 25 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

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Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 3

Sep
27

Due: Wednesday, Sep 27 at 11:00 am

pp. 114-115

Exam #1

Sep
29

Due: Friday, Sep 29 at 9:00 pm

Chapters 1-3 (50 questions, multiple choice format). This exam is administered in the Testing Center.

"Do Gender" Research: Chapter 3

Sep
30

Due: Saturday, Sep 30 at 11:59 pm

3.5 "Stereotypes Obtained from Media Portrayals of Men and Women"

See assignment description and scoring rubric:

Chapter 3 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=638fa1b3-UrhW-9jQl-rDMs-csd7b397fdb&pubhash=ApA7mO_5WSmbHEcX9vCUK3WO_xSNCuPF8nSmx6WH7NN5jTuDGI7sjYDXHCul8D3X5vFv5O1F9TStsgvOwjfpPw==\)](#)

Reading Response: Chapter 4 (pp. 121-154)

Oct
02

Due: Monday, Oct 02 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 4

Oct
04

Due: Wednesday, Oct 04 at 11:00 am

pp. 153-154

"Do Gender" Research: Chapter 4

Oct
06

Due: Friday, Oct 06 at 11:00 am

Choose one of the following:

4.1 "Sex Comparisons in Directions"

See assignment description and scoring rubric:

Chapter 4 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=b32c7776-tMWp-tf1M-ljQw-7R692333fd9f&pubhash=v06jX2urlb4STPOwbBxgaxzzykd7FI_lxPdmJVT_cj3Q6AB9NVbncgCGpDUHTFNieHt0pLLsfAzww2b7PcgUUg==\)](#)

Reading Response: Chapter 5 (pp. 161-217)

Oct
09

Due: Monday, Oct 09 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

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Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 5

Oct
11

Due: Wednesday, Oct 11 at 11:00 am

pp. 216-217

"Do Gender" Research: Chapter 5

Oct
13

Due: Friday, Oct 13 at 11:00 am

Choose one of the following:

5.4 "How Are Females and Males Portrayed in Children's Books?"

5.6 "How Children Determine Gender"

See assignment description and scoring rubric:

Chapter 5 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=7c952fbf-Vmz4-7iT8-wWMQ-v2be00dc27b9&pubhash=Pm7o8G5ejq0fT7Gk2aEP11hLfWtyZ7rcHd3BurpXtj0GBI9LxA5WmOZVtPq5yE0IR1nXooC9tt7XKAe93LIWqw==\)](#)

Reading Response: Chapter 6 (pp. 226-270)

Oct
16

Due: Monday, Oct 16 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 6

Oct
18

Due: Wednesday, Oct 18 at 11:00 am

pp. 269-270

"Do Gender" Research: Chapter 6

Oct
20

Due: Friday, Oct 20 at 11:00 am

Choose one of the following:

6.2 "Reasons for Switching from Nontraditional to Traditional Majors"

6.3 "Self-Conceptions"

See assignment description and scoring rubric:

Chapter 6 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=86d7c495-xfnP-RbwZ-xh1f-HRe443314ecb&pubhash=rüzVagex9-AI5LVUveDqzGpM0LraSbtER7E9ZK5eue8AwmtJwz2VYkAPkHybUJUBevxiYw0E6tmD1cAHLUOgdw==\)](#)

Reading Response: Chapter 7 (pp. 278-321)

Oct
23

Due: Monday, Oct 23 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 7

Oct
25

Due: Wednesday, Oct 25 at 11:00 am

pp. 320-321

"Do Gender" Research: Chapter 7

Oct
27

Due: Friday, Oct 27 at 11:00 am

Choose one of the following:

7.2 "Sex Differences in Language Use"

7.3 "Observational Study of Touching"

See assignment description and scoring rubric:

Chapter 7 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=f0bca3cd-JJQQ-wJ7d-Xadr-Qv9092758e74&pubhash=JRzzKUcdgB9xihtmUfl6299ejK8_ky8XSoTrISnuQorN7J1iuFzGalMB4MtX2skiiUtKVGiwPSKWvSSZ0gL0mQ==\)](#)

Exam #2

Oct
28

Due: Saturday, Oct 28 at 3:00 pm

Chapters 4-7 (50 questions, multiple choice format). This exam is administered in the Testing Center.

Reading Response: Chapter 10 (pp. 438-489)

Oct
30

Due: Monday, Oct 30 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 10

Nov
01

Due: Wednesday, Nov 01 at 11:00 am

pp. 488-489

"Do Gender" Research: Chapter 10

Nov
03

Due: Friday, Nov 03 at 11:00 am

Choose one of the following:

10.2 "Do You Have a Doctor?"

10.5 "Risky Leisure Activities"

10.6 "Responses to Symptoms"

See assignment description and scoring rubric:

Chapter 10 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=44122668-qzqe-v8nq-LLCa-H5e56f44929c&pubhash=bmpwfc_gJijwBNjAk7PR2e9wjQJb8eTrfyquaTXxXs_yO67Fd3OZs_AYeVs30JcnDZ1kbPaayStwE5PxnUhTDA==\)](#)

Reading Response: Chapter 11 (pp. 503-559)

Nov
06

Due: Monday, Nov 06 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 11

Nov
08

Due: Wednesday, Nov 08 at 11:00 am

p. 559

"Do Gender" Research: Chapter 11

Nov
10

Due: Friday, Nov 10 at 11:00 am

Choose one of the following:

11.1 "Social Support Seeking"

11.2 "Determine Your Gender Tension Line"

11.3 "Is It Fair? To Whom Do You Compare?"

See assignment description and scoring rubric:

Chapter 11 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=2d4b4a10-qfeV-di2w-rwJt-W83405858f5f&pubhash=6RH6sh9huCzxK0eHpec8q1T9MFzz9iWr4o4oKo4U6qbv2z8lnkaiXk81ax3sqWM_X-Tji3-WvXLAFIEkgUi-Kg==\)](#)

Reading Response: Chapter 12 (pp. 572-623)

Nov
13

Due: Monday, Nov 13 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 12

Nov
15

Due: Wednesday, Nov 15 at 11:00 am

pp. 622-623

"Do Gender" Research: Chapter 12

Nov
17

Due: Friday, Nov 17 at 11:00 am

Choose one of the following:

12.1 "Attitudes Toward Married Women's Paid Employment"

12.2 "Combining Roles"

12.4 "Denial of Personal Discrimination"

See assignment description and scoring rubric:

Chapter 12 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=3d322eec-E2qp-SN3w-KBCI-ZD515d7a6a1e&pubhash=aq_CfyKmeCPYHfRihXS4cvG9w-kogIOHdCYyhbGHdUVSINRJV8Qv3wpJwo4CJu0ef1o4f3qxPOYTjw-WJ7N9mg==\)](#)

Reading Response: Chapter 13 (pp. 633-689)

Nov
20

Due: Monday, Nov 20 at 9:00 am

Compose a one-page (double-spaced) "reflective essay" using free-form writing style in response to the assigned reading.

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the reading] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Key Terms Quiz: Chapter 13

Nov
21

Due: Tuesday, Nov 21 at 11:00 am

pp. 688-689

"Do Gender" Research: Chapter 13

Nov
27

Due: Monday, Nov 27 at 11:00 am

Choose one of the following:

13.2 "Perceptions of Depression in Women and Men"

13.3 "Personal Experience of Learned Helplessness"

13.5 "Sex Differences in Stressful Life Events"

See assignment description and scoring rubric:

Chapter 13 - DO GENDER2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=38e05d9f-Hj7m-Vpwc-HiaY-S575f63de591&pubhash=T0kUg7ykwvIPNQEAw6AHZ7XnNa_oBckTX7FOgJjDI5BMLbmxbGL48eivxRtl63HI0_H7VAAV8sqAC38oHeA9Tg==\)](#)

Exam #3

Dec
02

Due: Saturday, Dec 02 at 3:00 pm

Chapters 10-13 (50 questions, multiple choice format). This exam is administered in the Testing Center.

Gender Project: Literature Review

Dec
04

Due: Monday, Dec 04 at 11:59 pm

Submit a six- to eight-page, double-spaced literature review on the gender topic of your choice in APA format, utilizing a minimum of six references (at least three of which must be peer-reviewed, scientific journal articles). You may work alone or in partnerships.

Gender Project Literature Review (Scoring Rubric_90 Points Possible).pdf [Download \(plugins/Upload/fileDownload.php?fileId=97976e7e-k5cB-PsTm-0DsZ-](#)

[2A7914ac6fa2&pubhash=LGWKRJ27DWH2hJT9pKmc25m65s6hseHCjLmbnSPXqPd0PwDkzlvB2-XSKcAlktke0xyFflABkabTtRb2awULvg==\)](#)

Gender Project: In-Class Presentation

Dec
04

Due: Monday, Dec 04 at 11:59 pm

Prepare and share a five-minute PowerPoint presentation on your Gender Project Literature Review, with two additional minutes for questions from the class (for a total presentation time of seven minutes).

NOTE: If you worked in a partnership on your Gender Project, your in-class presentation should be 10 minutes in length (five minutes for each presenter).

"Gender Revolution" (National Geographic Premiere Event)

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Watch "**Gender Revolution: A Journey with Katie Couric**" on National Geographic for "a look at how genetics, culture, and brain chemistry shape gender," and submit a two-page, double-spaced **reflective essay** in APA format via Learning Suite.

Access the documentary here:

https://drive.google.com/file/d/0B_GQDr9Z5AXjRGROamhNN1J0WVU/view?usp=sharing
(https://drive.google.com/file/d/0B_GQDr9Z5AXjRGROamhNN1J0WVU/view?usp=sharing)

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the premiere] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

Attendance Points

Dec

13

Due: Wednesday, Dec 13 at 11:59 pm

Course participation (attendance points) will be earned each class period **beginning Monday, September 11**, via circulation of an in-class roll. These points may not be "made up" (you must be physically present to earn them); however, an extra credit opportunity is available (see "Extra Credit Essay").

39 days x 5 points each day = 195 attendance points possible

"That We May Be One" (Tom Christofferson's Journey)

Dec

13

Due: Wednesday, Dec 13 at 11:59 pm

Watch "**That We May Be One**" on KSL, between sessions of the LDS General Conference on Sunday, October 1, at 1:30 p.m. Mountain Daylight Time, and submit a two-page, double-spaced **reflective essay** in APA format via Learning Suite.

Update: With the passing of Elder Robert D. Hales of the Quorum of the Twelve Apostles between sessions of General Conference today, the KSL documentary, "That We May Be One," has been rescheduled to air on Sunday, October 15, at 9 a.m. Mountain Daylight Time.

Access the documentary here: [#](https://www.ksl.com/?sid=46175330&nid=1016)

"A reflective essay is personal writing, usually to explore the ways in which an experience [in this case, your experience with the premiere] shaped your understanding of an issue or a topic in your discipline" (p. 6).

Hacker & Sommers (2016). APA Version: A pocket style manual. New York, New York: Bedford/St. Martin's.

University Policies

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

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 every instructor's 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.

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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

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.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Schedule

Date	Column 1	Column 2
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Week 1		
W Sep 06 Wednesday	Overview of Course	
F Sep 08 Friday	Personal Information Sheets	
Week 2		
M Sep 11 Monday	Reading Response: Chapter 1 (pp. 1-32) Chapter 1: Introduction	
W Sep 13 Wednesday	Key Terms Quiz: Chapter 1	
F Sep 15 Friday	"Do Gender" Research: Chapter 1	
Week 3		
M Sep 18 Monday	Reading Response: Chapter 2 (pp. 36-72) Chapter 2: Methods and History of Gender Research	
W Sep 20 Wednesday	Key Terms Quiz: Chapter 2	
F Sep 22 Friday	"Gender Roles and The Family: A Proclamation to the World" Presentation "Do Gender" Research: Chapter 2	Julie Haupt, M.S. (BYU School of Family Life)
Week 4		
M Sep 25 Monday	Reading Response: Chapter 3 (pp. 76-115) Chapter 3: Gender-Role Attitudes	
W Sep 27 Wednesday	Key Terms Quiz: Chapter 3	
F Sep 29 Friday	Exam #1 Exam #1: Chapters 1-3 (in Testing Center Friday ONLY)	
Sa Sep 30 Saturday	"Do Gender" Research: Chapter 3	
Week 5		
M Oct 02 Monday	Reading Response: Chapter 4 (pp. 121-154) Chapter 4: Sex-Related Comparisons (Observations)	
W Oct 04 Wednesday	Key Terms Quiz: Chapter 4	
F Oct 06 Friday	"Do Gender" Research: Chapter 4	
Week 6		
M Oct 09 Monday	Reading Response: Chapter 5 (pp. 161-217) Chapter 5: Sex-Related Comparisons (Theory)	
W Oct 11 Wednesday	Key Terms Quiz: Chapter 5	
F Oct 13 Friday	"Do Gender" Research: Chapter 5	
Week 7		
M Oct 16 Monday	Reading Response: Chapter 6 (pp. 226-270) Chapter 6: Achievement	
W Oct 18 Wednesday	Key Terms Quiz: Chapter 6	
F Oct 20 Friday	"Do Gender" Research: Chapter 6	
Week 8		
M Oct 23 Monday	Chapter 7: Communication Reading Response: Chapter 7 (pp. 278-321)	
W Oct 25 Wednesday	Key Terms Quiz: Chapter 7	

F Oct 27 Friday	"Do Gender" Research: Chapter 7 Exam #2: Chapters 4-7 (in Testing Center Friday and Saturday) Exam #2 Opens	
Sa Oct 28 Saturday	Exam #2 Closes	
Week 9		
M Oct 30 Monday	Chapter 10: Sex Differences in Health (Evidence and Explanations) Reading Response: Chapter 10 (pp. 438-489)	
W Nov 01 Wednesday	Key Terms Quiz: Chapter 10	
F Nov 03 Friday	"Do Gender" Research: Chapter 10	
Week 10		
M Nov 06 Monday	Reading Response: Chapter 11 (pp. 503-559) Chapter 11: Relationships and Health	
W Nov 08 Wednesday	Key Terms Quiz: Chapter 11	
F Nov 10 Friday	"Do Gender" Research: Chapter 11	
Week 11		
M Nov 13 Monday	Reading Response: Chapter 12 (pp. 572-623) Chapter 12: Paid Worker Role and Health	
W Nov 15 Wednesday	Key Terms Quiz: Chapter 12	
F Nov 17 Friday	"Do Gender" Research: Chapter 12	
Week 12		
M Nov 20 Monday	Reading Response: Chapter 13 (pp. 633-689) Chapter 13: Mental Health	
T Nov 21 Tuesday	Friday Instruction Key Terms Quiz: Chapter 13	
W Nov 22 Wednesday	No Classes	
Th Nov 23 Thursday	Thanksgiving	
F Nov 24 Friday	Thanksgiving Holiday	
Week 13		
M Nov 27 Monday	"Do Gender" Research: Chapter 13 "Mental Health and Body Image" Presentation	Amy Harman, M.S., LMFT (Licensed Marriage and Family Therapist)
W Nov 29 Wednesday	"Neurobiological Gender Differences in Addiction" Presentation	JoAnn Petrie, Ph.D. (BYU Psychology Department)
F Dec 01 Friday	NO CLASS Exam #3: Chapters 10-13 (in Testing Center Friday and Saturday) Exam #3 Opens	
Sa Dec 02 Saturday	Exam #3 Closes	
Week 14		
M Dec 04 Monday	Gender Project: In-Class Presentation Gender Project: Literature Review Student Presentations	
W Dec 06 Wednesday	Student Presentations	

F Dec 08 Friday	"Building Trust and Breaking Barriers" Presentation	Hank Smith, Ph.D. (BYU Religion Department)
Week 15		
M Dec 11 Monday	Student Presentations	
W Dec 13 Wednesday	Student Presentations "Gender Revolution" (National Geographic Premiere Event) "That We May Be One" (Tom Christofferson's Journey)	
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)	