

## Instructor/TA Info

### Instructor Information

**Name:** Niwako Yamawaki

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### TA Information

**Name:** David Frey

**Office Phone:** 9046124141

**Office Hours:** Only By Appointment

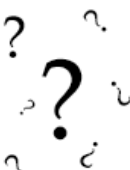
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## Course Information

### 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

	Item	Price (new)	Price (used)
	<u>SEX &amp; GENDER 6E</u> - Required by LIPS, H	161.00	120.75

### 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.

### **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%

### **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

## Assignments

### Assignment Descriptions

#### Exam#1

Sep  
27

Due: Wednesday, Sep 27 at 9:00 pm

Chapter 1-3

#### Exam#2

Oct  
18

Due: Wednesday, Oct 18 at 12:00 am

Chapter 4-6

#### Exam#3

Nov  
10

Due: Friday, Nov 10 at 12:00 am

Chapter 7-9

#### Extra Credit

Nov  
24

Due: Friday, Nov 24 at 12:00 am

**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. 5 credits (worth 50 minutes) 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 assigned credit in SONA.

OR

You can earn 3 extra points by engaging in either of two group learning activities. For these activities, you must form a group of four people.

**For activity 1**, each group member will ask at least five of her/his friends about their perceptions or beliefs about Feminists/Feminism). Then group members will summarize and present in class the findings, including their own feelings.

**For activity 2**, each group member will investigate the cost of hiring a “housewife.” Group members will explore, via the Internet, how much it would cost to hire persons to provide the services that a housewife provides. For this activity, the assumptions are to hire someone to care for two children (6 years and 7 months of age, respectively) as well as perform housework. We will assume the housewife has a full-time working husband (away at work from 9 to 8:00, five days a week). Group members will summarize their findings and present them in class.

Each presentation should be done within 5 minutes. For both activities, all group members must meet for at least one hour to prepare their presentation. Please submit a one-page paper on the date of presentation. You must complete this extra credit assignment before 11/30. Please consult with me when you will present your results.

## Group presentation

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Nov  
28

Due: Tuesday, Nov 28 at 12:00 am

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During the first couple of classes, you must form a group of approximately 6-7 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 by 10/10 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 and independent 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 on the assigned date 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 15 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.

## Final Exam

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Dec  
14

Due: Thursday, Dec 14 at 8:00 am

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Chapters 10, 11, and 13. In Class Final  
8:00am-10:00am

## 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 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.

## **Preventing 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](mailto: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.

## **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

# Schedule

Date	Column 1
Week 1	
T Sep 05 Tuesday	Introduction & Chapter 1
Th Sep 07 Thursday	Chapter 1
Week 2	
T Sep 12 Tuesday	Chapter 2
Th Sep 14 Thursday	Chapter 2
Week 3	
T Sep 19 Tuesday	Chapter 3
Th Sep 21 Thursday	Chapter 3
Week 4	
T Sep 26 Tuesday	Exam 1
W Sep 27 Wednesday	Exam 1
Th Sep 28 Thursday	Chapter 4
Week 5	
T Oct 03 Tuesday	Chapter 5
Th Oct 05 Thursday	Chapter 5
Week 6	
T Oct 10 Tuesday	Chapter 6 <b>Research Paper DUE!!</b>
Th Oct 12 Thursday	Chapter 6
Week 7	
T Oct 17 Tuesday	Exam #2
W Oct 18 Wednesday	Exam #2
Th Oct 19 Thursday	Chapter 7
Week 8	
T Oct 24 Tuesday	Chapter 7 USGA pannel discussion

Th Oct 26 Thursday	Chapter 8
Week 9	
T Oct 31 Tuesday	Chapter 8
Th Nov 02 Thursday	Chapter 9  Zoe, William, Jeannie, and Emma will present Activity #1
Week 10	
T Nov 07 Tuesday	Chapter 9  Michelle, Judith, Nia, and Brandon's extra credit presentation for activity #2
Th Nov 09 Thursday	Exam 3
F Nov 10 Friday	Exam 3
Week 11	
T Nov 14 Tuesday	Chapter 10 (TA lecture)
Th Nov 16 Thursday	Group presentation
Week 12	
T Nov 21 Tuesday	<b>Friday Instruction</b>
W Nov 22 Wednesday	<b>No Classes</b>
Th Nov 23 Thursday	<b>Thanksgiving</b>
F Nov 24 Friday	<b>Thanksgiving Holiday</b>
Week 13	
T Nov 28 Tuesday	No Class
Th Nov 30 Thursday	Group Presentation
Week 14	
T Dec 05 Tuesday	Chapter 11  Peyton, Hannah, Haley's presentation for Activity #1
Th Dec 07 Thursday	Chapter 13
Week 15	
T Dec 12 Tuesday	Chapter 13 & Summary <b>Extra Credit Due (5pm)</b>

Week 16	
T Dec 19 Tuesday	
W Dec 20 Wednesday	Final Exam: 120 MARB 7:00am - 10:00am
Th Dec 21 Thursday	