



SYLLABUS
Psychology 257
Psychology of Sex and Gender

Spring 2010

10:30-11:20 Daily Room L219

Instructor: Dr. Helen Taylor
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COURSE OBJECTIVES

How does gender influence our self-concept, experiences, and relationships? How do we explain perceived differences between men and women in the US and across cultures? This course is designed to explore the meaning of gender and to examine sex differences and similarities from a variety of perspectives, including biological, psychological, sociological, and anthropological. Communication and language differences will be investigated in the context of education, work, and personal relationships.

FORMAT:

This course will combine lecture/discussions, seminars on the readings, videos, and occasional guest speakers. Generally, lecture/discussions and videos on the topic of the week will be presented Monday through Thursday, with Fridays reserved for class discussion of the readings.

GENERAL EDUCATION OUTCOMES:

This course will address the following BC General Education Outcomes:

Critical Thinking, Creativity, and Problem Solving
Research / Information Literacy
Writing
Ethics
Historical and Intellectual Perspectives
Cultural Diversity



SPECIFIC COURSE LEARNING OUTCOMES:

Upon completion of the course students will be able to:

1. Explain the complexities of studying sex and gender
2. Critique the history of research on sex differences, including problems of bias and flawed methodology
3. Describe the wide cultural variations in gender roles as well as some universal, historical gender inequities
4. Analyze the distinction between stereotyped differences and actual differences between men and women as substantiated by research
5. Explain various theoretical positions on gender differences, including biological, psychodynamic, cognitive, sociological, and anthropological perspectives
6. Identify differences in female/male communication styles, interpersonal values, love, sexuality, and relational styles
7. Describe the role of language and media in shaping images of men and women.
8. Describe the broader impact of differentiated roles in the workplace, educational settings, and mental health institutions
9. Analyze the consequences of power differences as manifested by sexual victimization, domestic violence, sexual harassment, and other interpersonal problems
10. Compare the pressures, limitations, and advantages of being male and female in American culture
11. Articulate skills gained from the course that can apply to inter-gender relationships

REQUIRED READING

Wood, Julia T. (2011). Gendered Lives: Communication, Gender, and Culture (9th Ed.). Boston: Wadsworth/Cengage.

The text is also available to rent through the Cengage e-commerce site:

<http://www.cengagebrain.com/isbn/9780495794165?cid=rdl>

There is a companion website for the text with chapter-by-chapter resources like web links, self-quizzes, crossword puzzles, flashcards, and a glossary:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495794165&discipline_number=25&token=

Additional required readings will be posted on MyBC. Students can read these on-line or print their own copies:

Gould, L. "X: A Fabulous Child's Story"
Fausto-Sterling, A. "The Five Sexes: Why Male and Female Are Not Enough"
Cahill, L. "His Brain, Her Brain"
Pipher, M. "Saplings in the Storm," from Reviving Ophelia
Pollack, W. "Real Boys: The Truths Behind the Myths" from Real Boys
Gelles, R. & Straus, M. "Because they can: Violence in the Home"
Holden, C., "Sex and the Suffering Brain"
Tannen, D. "Men and Women: Can't We Talk?"
Kim, J.L. et al., "From Sex to Sexuality: Exposing the Heterosexual Script on Primetime Network Television"

Additional readings may be added during the quarter. **To access these articles, log onto MyBC and go to our class site: <http://mybcc.net/>.**

COURSE REQUIREMENTS:

EXAMS

There will be three unit exams administered roughly every four weeks. Exams will include both objective (multiple choice, true/false) and essay questions, and will cover material from the readings, lectures, and videos. Each exam will be worth 100 points, to be doubled at the end of the quarter. **EXAMS MUST BE TAKEN AS SCHEDULED.** In the case of a legitimate emergency, one exam may be rescheduled on a date determined by the instructor. There will be no comprehensive final exam, but there will be questions related to the whole quarter on the third unit exam.

RESEARCH PROJECT & PAPER:

An original research project and paper will be required in the class, to be assigned and completed during the first half of the quarter. This paper will require students to do primary research (collect data) on some aspect of sex or gender differences and write up the results. A detailed explanation will be given in another handout. This paper will be graded and will be worth 14% of the grade. Late papers will be accepted but docked 5 points for every day late.

GROUP COMMUNICATION PRESENTATION

Toward the end of the quarter, groups of 3-5 members will be formed to develop a class presentation on male-female communication. This project will be described fully in another hand-out and will be worth 10% of the final grade.



SEMINARS AND SEMINAR PAPERS

Seminar Papers

Each week, students will be asked to write a seminar paper and come prepared to discuss the readings in a seminar format (to be described in class). The seminar paper will have two sections: 1) a response to one of the discussion questions at the end of the assigned text chapter, and 2) a reaction to any additional readings. All responses should be typed, double-spaced, in 12-pt. font, and proofread for mechanical errors. Specific instructions for the seminar papers follow:

a. **Heading** : Each seminar paper should begin with the following information in the heading:

Name

Date

Seminar Paper #:

b. Part I: Response to Text Question

For the text reading, students may choose any question from the “Reflection and Discussion” questions at the end of the assigned chapter, unless otherwise specified. Type a response to that question, 1-2 pages in length, double spaced. Begin this section with the Chapter number, question number, and actual question.

When you write your response to the question, use concrete examples and be sure to address all aspects of the question. In the text of your response, **you must cite material from the text related to the question you are answering using APA citation style.**

This basically means citing the last name and year for paraphrases (Wood, 2011) and the last name, year, and page number for direct quotes (Wood, 2011, p. 72). Links to sites on APA format will be posted on MyBC.

c. Part II: Reaction to Additional Readings

In addition, you’ll need to write a reaction to the additional articles as assigned (remember, these articles can be found on My BC). Begin with the title of the article, and then type a one-half to one-page personal reaction to the ideas presented in the reading. You can include in your reaction any thoughts or questions raised by the readings, with reference to particular passages of the reading if appropriate. You could focus on what struck you as interesting, applications in your own life, or claims you might support or challenge.

Seminars:

On Friday or the day designated on the calendar, students will share their responses to the discussion questions and supplemental reading with other students in both small and large groups. We will use these written responses as a jumping-off point to discuss the readings.

Seminar papers will be collected on the last day of each week (or as noted on calendar), “checked off,” and returned. At the end of the quarter, all seminar papers will be resubmitted in a Seminar Portfolio for a more thorough evaluation. A grade will be assigned for this portion of the course (15% of the final grade) as follows:

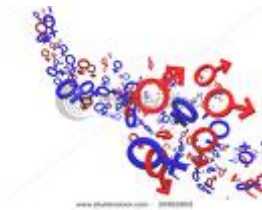
- Each seminar paper (meaning both discussion question response and reaction to the supplemental reading) turned in on time = 5 points (x 9 papers = 45 points)
- Each seminar attended = 5 points (x 9 sessions = 45 points)
- Quality of work as assessed at the end of the quarter = 0 to 50 points

Total possible points for seminar papers and discussions = 140

No late seminar papers or hand-written papers will be accepted, nor is there any way to make up a missed session; however, it is possible to miss one session and/or one paper and still earn an A for this portion of the class (e.g. 94% of 150 = 141, 90% = 135, etc.).

ATTENDANCE:

Regular attendance is strongly encouraged, since your contributions to the discussions are valued and since some of the test material will be drawn from lectures. Up to 20 points will be given for attendance and participation, figured on the percentage of classes attended and the level of participation in discussions and activities.



GRADING:

Grades will be assigned based on total points as follows:

Exams: 3 @ 100 pts. each x 2 =	600
Seminar Papers and Seminars =	140
Research Paper =	140
Group communication presentation =	100
Attendance/participation=	<u>20</u>
TOTAL=	1000

GRADING SCALE:

A	94%	940-1000	C+	77%	770-799
A-	90%	900-949	C	74%	740-769
B+	87%	870-899	C-	70%	700-739
B	84%	840-869	D+	67%	670-699
B-	80%	800-839	D	60%	600-669

QUARTERLY CALENDAR

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Readings</u> (Ch. # refers to text)	<u>Assignments</u>
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1	4/5-4/9	Introduction Research Methods	Introduction, "X: A Fabulous Child Story"	4/9: Seminar 1
2	4/12-4/16	Theories & Explanations	Ch. 1, "Five Sexes"	4/16: Seminar 2
3	4/19-4/23	Theories, cont.	Ch. 2, "His Brain, Her Brain"	4/19: Proposal Due 4/23: Seminar 3
4	4/26-4/30	Growing Up Male & Female	Ch. 7, "Saplings"	4/26, 4/27: Exam I 4/30: Seminar 4
5	5/3-5/7	Media Influence	Ch. 11, "Real Boys"	2/2: Seminar 5
6	5/10-5/14	Education & Work	Ch. 9, 10	5/10: Paper Due 5/14: Seminar 6
7	5/17-5/21	Power & Violence, Mental Health	Ch. 12, "Because They Can," "Sex & Suffering Brain"	5/19: Seminar 7 5/20, 5/21: Exam II
8	5/24-5/28	Verbal & Non-Verbal Communication	Ch. 5, 6, "Men and Women..."	5/28: Seminar 8
9	5/31-6/4	Relationships	Ch. 9, "From Sex to Sexuality..."	5/31: No classes 6/4:: Seminar 9
10	6/7-6/11	Conclusion Presentations	Epilogue	6/7: Seminar Portfolio Due 6/9, 6/10, 6/11: Group Presentations
11	6/14-6/18			6/14, 6/15: Exam III 6/16: Possible Group Presentations (final exam period)

BEHAVIORAL EXPECTATIONS & STUDENT RESOURCES

Students are expected to arrive on time and turn off and put away cell phones. Use of laptops in class is discouraged; if you feel it is essential for you to use your laptop for note-taking, please discuss this with me.

The content of this course can be provocative and controversial at times. While it's fine if discussions get heated, it's important that students demonstrate respect for each other

at all times and avoid over-generalizing about either sex. We will be looking at gender issues in an academic context, using research results as evidence, although personal reactions can at times be intense in this class.

Students with Disabilities: If you need course modifications, adaptations, or accommodations due to a disability, please let me know as soon as possible. If you believe you qualify for accommodations but have not yet been assessed by the Disability Resource Center, please contact the DRC in B132 or by calling 425-564-2498.

Academic Support Services: You may find these services useful this quarter:

- The Library Media Center (D126)
 - For help with research: <http://bellevuecollege.edu/lmc/research.html>
- The Academic Success Center (D204)
 - The Writing Lab: <http://bellevuecollege.edu/writinglab/>
 - Academic Tutoring: <http://bellevuecollege.edu/tutoring/>
- The Counseling Center (B234): <http://bellevuecollege.edu/hdc/>



PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION Spring 2010

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the [Disability Resource Centre](#) (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with [Disability Resource Centre](#), and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*