

Bellevue College Syllabus

Psychology 257: Psychology of Sex and Gender. Section 5451 HYA

T, TH 10:30- 12:20 AM, Room A 138, Spring Qtr, 2017, 5 credits, Prereq: Psy 100

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Catalog Description and Learning Objectives

PSYC 257 Psychology of Sex and Gender • 5 CR PSYC 257 examines sex differences and similarities from an interdisciplinary perspective, drawing from biology, psychology, sociology, and history. Students analyze perceived and actual differences in biology, physical health, mental health, communication styles, employment, education, and personal relationships.

Examines assumptions about the nature of humankind. Students focus on psychometric techniques as well as major theories and theorists. Recommended: PSYC& 100.

Learning Objectives

After completion of this course, students will be able to:

- Explain the complexities of studying sex and gender.
- Critique the history of research on sex differences, including problems of bias and flawed methodology.
- Describe the wide cultural variations in gender roles as well as some universal, historical gender inequities and their impact in the work place, educational settings, mental health institutions and politics.
- Analyze the distinction between stereotyped differences and actual differences between men and women as substantiated by research.
- Explain various theoretical positions on gender differences, including biological, psychodynamic, cognitive-behavioral, sociological, anthropological and communication perspectives.
- Articulate skills gained from the course that can apply to students' inter-gender relationships.

► PLEASE BE AWARE THAT THIS IS A COURSE DESIGNED FOR ADULTS AND, AS SUCH, CONTAINS SEXUALLY EXPLICIT MATERIALS WITHIN APPROPRIATE EDUCATIONAL AND PROFESSIONAL BOUNDARIES.

► IMPORTANT! BECAUSE OF THE NATURE OF SOME OF THE MATERIAL IN THIS COURSE, WE ALL NEED TO WORK TOGETHER TO HELP EVERYONE FEEL AS COMFORTABLE AS POSSIBLE IN THE CLASS. PLEASE REFRAIN FROM COMMENTS, A LOOKS, @ OR OTHER ACTIONS THAT MAY CAUSE ANYONE IN THE CLASS TO FEEL AT ALL UNEASY, ANXIOUS, OR HARASSED.

TEXT READINGS AND IN-CLASS, CONCEPT-UNDERSTANDING EXERCISES (quizzes): Please be sure to read the text assignments according to your semester schedule (attached) **before** we discuss the topics in class. This will allow us all to have a base of knowledge for the class discussions. Your participation in class discussions is encouraged and expected. **This is a course in which attendance is crucial to your understanding of the concepts and unfamiliar material. Remember, if you must miss a class, you are still responsible for any material covered on that day.**

Assigned Reading **Must be read Prior to class meeting**

Required Textbook: Gendered lives

Articles (preliminary list, may be subject to change)* Boskey, E. R. (2014). Understanding transgender identity development in childhood and adolescence. *American Journal of Sexuality Education*, 9, 445-463.
Buss D.M. (2009). The great struggles of life. Darwin and the emergence of evolutionary psychology. *American Psychologist*, 64, 140-148.

Cuddy, A.J.C. & Fiske, S.T. (2004). When Professionals Become Mothers, Warmth Doesn't Cut the Ice. *Journal of Social Issues*, 60(4), 701-718.

Eagly & Wood (2013). Feminism and Evolutionary Psychology: Moving Forward. *Sex Roles*, 69, 549-556.
Eagly & Wood (2013). Feminism and Evolutionary Psychology: Moving Forward. *Sex Roles*, 69, 549-556.
3 Fausto-Sterling A, Garcia Coll C, Lamarre M. (2012). Sexing the baby: Part 1 – What do we really know about sex differentiation in the first three years of life? *Social Science & Medicine*, 74, 1684-1692.

Jordan-Young, R. Hormones, Context, and “Brain Gender”: A Review of Evidence from Congenital Adrenal Hyperplasia. *Social Science & Medicine* 74:11, June 2012, Pages 1738- 1744.

Kenrick, D.T., Trost, M.R. & Sundie, J.M. (2004). Sex Roles as Adaptations: An Evolutionary Perspective on Gender Differences and Similarities.

In A.H. Eagly, A.E. Beall & R.J. Sternberg (Eds.). *The Psychology of Gender*. New York: The Guilford Press.
Kusterer H, Lindholm T & Montgomery H. (2013). Gender typing in stereotypes and evaluations of actual managers. *Journal of Managerial Psychology* 28(5), 561-579.

Steele, J.R. & Ambady, N. (2005). “Math is Hard!” The effect of gender priming on women's attitudes. *Journal of Experimental Social Psychology*, 42, 428-436.

Wood, W. & Eagly, A.H. (2010). Gender. In S.T. Fiske, D.T. Gilbert & G. Lindzey (Eds.). *Gender Handbook of Social Psychology*, Volume 1 (pp.629-667). New York: John Wiley & Sons.

Human Sexuality, 2nd edition, by Roger R. Hock

Evolution of desire. David Buss, Myth of Monogamy, David P. Barash and Judith E. Lipton., Sperm wars. Robin Baker

Assessment and Grading

In my grading philosophy, I encourage students to take responsibility for their own learning and to learn how to do thoughtful and realistic self-assessment. In my feedback, I will provide a percentage score as well as written feedback in which I will focus on the strengths and weaknesses of your work and help you in setting improvement goals for yourself. I would also like you to reflect on your own work and hold yourself accountable for meeting a standard of excellence. I always think of written work as “works in progress” and you are always encouraged to redo a piece of work if you would like to improve your grade. (I must receive your redo within one week of handing back the assignment.) Your final grade in Psychology 100 will be computed by dividing the points you have earned divided by the total points possible in the class. Your grade is thus based on the following:

1. **Class participation & class assignments (30% of final grade).** Attendance and participation is required in this class. I will collect your in-class work every week to assess participation, as well as doing spot checks during class as you work in groups. In addition, I will distribute a self-evaluation form for you to use to evaluate your own participation at the end of the quarter.

2. **In-Class quizzes (20 % of final grade)** – We will have quizzes for each chapter on terms and concepts from the reading. Chapter 1 is a freebie then 2-14.. Due dates are on the chapter schedule!! And reading is always prior to the class meeting!!
3. **Exams (30% of final grade).** We will have at least 2 exams that will be completed individually. Due dates are on the schedule, but are subject to change with at least one class day's notice. Documentation of illness or family emergency will be required in order to turn in a late exam.
4. **Papers/Presentations (20% of final grade)** – You will write 2 papers and/or give 2 group presentations (assignments will be provided in class.) See due dates on the schedule below. Documentation of illness or family emergency will be required in order to turn in a late paper or make up a missed a presentation.

5.
(5.) A NON-ASSIGNMENT: ASKING QUESTIONS ABOUT SEX (an opportunity, not an assignment): I hope, after a short time, everyone will feel comfortable enough to ask questions and discuss virtually any sexuality topic in class. However, because some questions may feel too personal or embarrassing to ask openly, I am providing you with the opportunity to submit questions about sexuality *anonymously*, on 3x5 cards (or whatever) at *any time* during the term. You may submit your questions by dropping them on my desk before or after class, bringing them by my office, sending them to me in the campus mail, or e-mailing them (although e-mails tend not to be so anonymous). Whenever I receive questions, I will take the first part of a class (when time permits) to answer them for the entire group. No one has to know the question was yours. This allows the class, and me, to be immediate resources for anything you want to know about sexuality throughout the term. All I ask is that your questions are based on a real need or desire to know the answer (not just silliness).

Expectations, Agreements, and Information

- ❖ **Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Services, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college's disciplinary policies and procedures as described in the *Student Handbook*. For specific policies, students should see the class syllabus.
- ❖ **Disability Support Services:** provides services to help students with disabilities successfully adapt to college life. Students who meet specific criteria may also qualify for academic accommodations.
- ❖ **Emergency Procedures:** Emergency procedures are posted in each classroom.
- ❖ **Family Education Rights and Privacy Act (FERPA):** Bellevue Community College complies with the Family Education Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student's permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected against improper disclosure of their records.
- ❖ **Inclement Weather:** In the event of inclement weather affecting morning classes, there will be notification on the local media by 5:30 a.m. You may also go online to www.schoolreport.org and click on Bellevue Community College to get the latest report. Should the weather deteriorate during the day, you may check online, listen to the main campus message, check email or the media to hear news about closures or class schedule changes.
- ❖ **Learning Assistance Options:** To support student success, BCC offers a variety of support services.

Class Environment

Our intention will be to create a space for learning that affirms and develops creative, critical and courageous inquiry in a search to cultivate new questions as we participate in a process of creating knowledge together. We will intentionally cultivate within ourselves the ability to think critically and act courageously.

This course will be a discussion based and student oriented inquiry. We will strive to create an atmosphere where all of us feel free and motivated to share our experiences, insights and questions. Thus we need to be **willing to listen** and engage in ways that are respectful and open to our different perspectives as well as those we hold in common. At the center of all dialogue will be a respect for the dignity and integrity of all our classroom community. This does not mean we cannot challenge each other or agree to disagree. It means we will agree to do so in an environment that **affirms the dignity of all**.

We will practice, to the greatest extent possible, **collective decision making and responsibility** for the creation of our learning context and course direction. Student feedback and suggestions on all aspects of this course are encouraged and will be respectfully considered. We will develop other guidelines for the course as we move through it together.

All students should clearly understand that the classroom is a safe environment for all. **Respect for each student's integrity, diversity of thought, and learning style** is an important part of the learning environment. This is the expected right of all students. The instructor will strictly monitor protocols of civility and respect for the dignity of each person.

In addition, it is the right of each student to be able to participate without undue interruption or distraction. To this end, it is important for all students to be **punctual**. Along the same lines, do not hold side conversations when another student or an instructor is speaking. Such **side conversations** are disrespectful and distracting to everyone. Please turn off your **cell phones**.

Because this course will rely heavily on class participation, **attendance** at all class sessions is required in order to successfully complete our full agenda. If you are ill, please contact your instructor as soon as possible, or have someone do it for you. If you miss a due date for an assignment, a doctor's written excuse is required, or your grade will be severely penalized for **late work** (10% per calendar day).

Students with documented physical or learning disabilities that require **accommodations** will be supported so that adjustments may be made to provide equal access to the learning environment.

Pass/Fail Grades will not be given in this course. If you need to take an Incomplete grade in the course, you must complete an Incomplete Contract with your instructor.

Schedule (For each week listed, please read the assigned pages in that row **prior** to the first class meeting of that week. Critical Terminology and Concepts – note words or ideas that you find difficult and/or you'd like to discuss in class)

Date	Perspective	Reading	Important concepts	Homework/ In class work Due
Week 1 April 4-6	Studying human sexuality and Gender	Ch 1		
Week 2, April 11-13	Psychology of Gender			+ 5 questions in class

Week 3, April 18-20	History of Gender in Psychology Textbook Chapter 2: Theoretical approaches to gender development			+ 5 questions in class
Week 4, April 25-27	Researching sex and Gender pp 20-45			+ 5 questions in class <u>P 1 Due weds</u> <u>Midterm Essays to take home</u>
Week 5, May 2-4	Sex Differences in Cognitive Abilities			Test 1 on weds Essays due back Mon
Week 6, May 9-11	A Biopsychosocial perspective to understand cognitive sex differences			
Week 7, May 16-18	Gender and Physical health. Gender and Mental health.			
Week 8, May 23-25	Women's movements in the US. Men's movements in the US.	Ch3 Ch4		
Week 9, May 30- June 1	Gendered verbal and nonverbal communication.			
Week 10, June 6-8	Human Sexuality: How do men and women differ.			<u>Paper 2</u>
	Gendered Education, work and Careers.			
Week 11, June 13-15	Violence in intimate relationships. Sexualization of girls APA report			
Final Exam Dec 5	Same as regular class time!!			

This syllabus is a plan, not a contract written in stone. It is subject to change if necessary to support our collaborative learning process. You will all be notified IN CLASS of any changes.

Professional Article Review (P1)

(P2) = same exact format with at least 3 articles

(Compare, contrast and summarize the information from all 3 articles together)

Directions for Professional Article Summary and Evaluation

You must find a professional journal article on a topic of your choosing related to any class material. Paper must be written in APA format. Your review should have four parts:

First: Article Reference

The article must be from a **professional, peer reviewed scientific journal**. (If you're not absolutely certain the article you want to review is from a pro journal/source, check with me)

You must provide a complete APA style reference for your article. This must include the full title of the article, the authors, and the journal, book or source for your article.

Second: The Summary (1page)

The summary should be about a page long complete but condensed version of the article. It should mention each of the main points stated in the article, for instance, if there is a paragraph in the article that discusses the effectiveness of a specific medication for depression, there should be at least one sentence that summarizes that point.

The summary should be dry and factual. There should be none of your passion or voice in the summary and you should be careful not to present the passion or voice of the article author as if it were your own. This is not a report of on what you think is most relevant in the article, it is a factual summary of what the article is. There will be space for your opinion in the response section.

Third: Critical Evaluation (1page)

This section should be a page or so that evaluates the information offered in the article. The article is almost always making a claim of some sort. The author is almost always trying to convince you of something. Your job is to figure these things out and evaluate whether or not the article is convincing. Be skeptical but also be fair.

This section should include but is not limited to questions like:

- What claims are being made?
- What evidence has been provided to support the claims(research study, expert opinion...)?
- Is the evidence credible (are the tests relevant, can they be repeated, examine validity and reliability).
- Did the author provide good examples and define terms well enough to make the point clear?
- What contemporary theoretical perspective in psychology best explains the claims being made?

Fourth: Response (1.5 Pages)

Also about a page, This is the place for you to offer your personal opinion. Do you agree or disagree with the claim (why or why not), Can you apply what the article said to something in your own life or experience.....I want to know what you think/ feelabout what you have learned.

