

(This syllabus is tentative and may be re-negotiated or changed given the needs of our class)

Psychology of Gender - Psychology 305/WS 305, Spring 2011

Instructor: Dr. Patti Owen-Smith

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Office: 317 Seney

Office Hours: By appointment

Texts: Selected readings (on e-reserve)

About this class: The Psychology of Gender is a theoretical and empirical examination of gender roles. The course will be divided into three sections: (1) Myths, Theories, and Research; (2) Behavior and Experience; (3) Sex and Gender in Social Relationships

There are three distinctive features to this class:

(1) **Writing intensive** and satisfies the sophomore writing requirement. This means that you will be writing on a consistent basis and that you will need to devote time and effort to the writing and revision processes.

(2) **In-class dialogue, discussion, and collaboration** will be significant components. While I will lecture on a regular basis, I will also expect you to take some leadership and ownership of the class. This will *not* be a class where you can sit quietly, take notes, and then leave. You will also collaborate with other students. This means that you will lead a class discussion with several other students and you will work on a midterm group project. *If you are opposed to group work, this is not the class for you.*

(3) **Theory/Practice-Service Learning (TPSL)** incorporates an integration of the theory of the classroom with actual experience in the local community. Therefore, you will partner with a particular social service agency or educational system to both serve and learn from the community and relate course content to actual experience.

Objectives of the Course: Each of us in this class should expect the following:

1. To participate actively in class discussions and in a thoughtful manner. This means that each of us should be able to frame our conversations around the readings and the theory concerning the psychology of gender.
2. To connect psychological theory with the daily lives of girls and boys, men and women. Your TPSL placements will be one important venue for doing this.
3. To see the specific ways in which class, ethnicity, gender, sexual orientation, and age intersect to influence gender role development

4. To grow in heart and mind. This means that we will make a conscious attempt to develop a tolerance and appreciation of others' ideas and convictions, particularly those views that are different from our own.
5. To enjoy this moment in time in our own journey of learning!

Requirements of the Course: All of the following assignments will be discussed in class. Guidelines for these assignments will be posted to our Blackboard site. In class we, as a collaborative group, will decide on the weights assigned to each of the following requirements. I have listed the range of acceptable weights in parentheses.

1. TPSL Journal entries and placement (5%-10%)
2. Group Debates (15%-25%)
3. Midterm Group Project and Presentation (15%-25%)
4. Response Papers to assigned Reading Sets (20%-30%)
5. "Gender in the News" Final Assignment (25%-40%)

The plus-minus system will be utilized in the calculation of final grades.

The student Honor Code of Oxford College applies to every member of the class. Please review this code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words and/or ideas of another person without quotations and without adequate referencing.

****Please, no cell phones, iPods, iPads, lap tops, or other similar technologies in the classroom! They are often used in a discourteous manner and interrupt the integrity of our learning experience. If I see or hear any of these devices in this classroom, I will ask you to leave.***

Course Schedule:

1/12	Introduction
*1/17	No Class - Martin Luther King, Jr. Holiday!
1/19	Discussion of TPSL Community Placements Masculinity & Femininity: Definitions, Myths, and Stereotypes
1/24	Myths and Stereotypes (continued)
1/26	Theoretical Perspectives on Sex and Gender

*1/31	Reading Set 1 – Discussion; Response paper due
2/2	Researching Sex and Gender
2/7	Gender Differences in Social Behavior and Experience
*2/9	Reading Set 2 – Discussion; Response paper due
2/14	Biology and Environment
*2/16	Reading Set 3 – Discussion; Response paper due
*2/21	Journal Entries submitted <i>on line</i> TPSL Discussion
*2/23, 2/28	Group Debates and accompanying notes and reference materials due
*3/2	Post Debate Analysis due Midterm evaluations
*3/7-3/11	Spring Break!
3/14	Perceptual and Cognitive Abilities
3/16	Sexual Lives and Orientations
*3/21	Reading Set 4 – Discussion; Response Paper due
*3/23	Journal Entries submitted on line TPSL Discussion & Midterm Evaluative Feedback
3/28	Attachment, Intimacy, and Power
*3/30	Reading Set 5 – Discussion; Response Paper due
4/4	Mental and Physical Health
*4/4	<i>Complete</i> draft of “Gender in the News” final paper due (on line)
*4/6	Reading Set 6 – Discussion; Response Paper due
4/11	Constructing Gender and Childhood
*4/13	Reading Set 7 – Discussion; Response Paper due
*4/18	Journal Entries submitted on line TPSL Discussion and Final Evaluative Feedback of course

***4/20, 4/25 Final Paper due (4/21)! Brief Presentations of Individual papers**

*****Final “Gender in the News” Papers can be submitted any time between 4/18-4/25.***