

# Psychology of Gender - Psychology 305/WS 305

## Fall 2013

**2:30-4:00, 201 Language Hall**

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

**Instructor:** Dr. Patti Owen-Smith

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**Office:** 317 Seney

**Office Hours:** By appointment

**Texts:** *The Gendered Society Reader* (fourth edition). Kimmel, M. and Aronson, A.  
Some readings will be on Ereserve, Oxford College Library

**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) **Contemplative** – This means that we will emphasize depth rather than breadth, stillness rather than busyness. We will start each class with contemplative music and we will sit quietly during this period. This allows an opportunity to create a classroom atmosphere that is respectful of learning; it also allows us to breathe deeply and, therefore, learn more effectively. We will move slowly through the course allowing time to actually think and ponder about the course material. I do not want our class to be a type of speedy, drive through “McSchool.” There will be no golden arches.
- (2) **In-class discussion and group collaboration** – We will establish a collaborative spirit for this class which will entail working together in small groups periodically throughout the semester. Therefore, if you are opposed to group work, this is not the class for you.
- (3) **Theory/Practice-Service Learning (TPSL)** – Each student will work two hours per week in the community of Oxford or Covington for the purpose of connecting the course material to the real lives of human beings. The TPSL component will serve as a laboratory for the Psychology of Gender course.

**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, group exercises, 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 find personal meaning in the course material and the classroom experience

**R** **requirements:** All of the following assignments will be discussed in class. Guidelines for these assignments will be posted to our Blackboard site.

1. TPSL Journal entries and placement (20%)
2. Experiential group exercise (20%)
3. Reading Set Quizzes (25%)
4. Facilitation and Participation (10%)
5. Final Assignment – *Gender in the News* (25%)

**A** **ttendance Policy:** This class will be discussion based and focused on *your* presence and *your* voice. Therefore, absences are not acceptable and will have a significant impact on your final grade. If there are extenuating circumstances pertaining to an absence and you have documentation of these circumstances, please discuss this immediately with me.

**A** **cademic Integrity:** 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 ideas of another person without quotations and without adequate referencing. PLEASE NOTE ALSO THAT THE USE OF FORMER STUDENTS' PAPERS MAY NOT BE USED IN ANY FORM; TO DO SO IS TO VIOLATE THE HONOR CODE!! Should you have any questions about what constitutes plagiarism, please consult with me.

*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. While I do not anticipate that anyone in this class will violate this policy, I will ask you to leave the class should you choose to do this.*

## **C** **ourse Schedule:**

8/28 Introduction

8/30 What is Gender?

**\*9/2** ***No Class – Labor Day Holiday; Relax and have fun!***

9/4 TPSL Overview; *Last day for changing courses*

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|-------------------------|--|
| 9/6                     | Group Assignments<br>Guidelines for Final Assignment – <i>Gender in the News</i><br>Introduction to Theoretical Perspectives |
| <b>*9/9</b>             | <b><i>No Class! Take a moment to breathe.</i></b>  |
| 9/11                    | TPSL placement assignments<br>Theoretical Perspectives on Sex and Gender   |
| 9/13                    | Theoretical Perspectives on Sex and Gender (continued)   |
| <b>*9/16</b>            | <b><i>Reading Set 1 – Quiz; Class Discussion led by Group 7 Facilitators</i></b>   |
| 9/18                    | Researching Sex and Gender<br><b><i>Last day for dropping course without academic penalty</i></b>                            |
| <b>*9/20</b>            | <b><i>Experiential Exercise &amp; Class Discussion led by Group 1</i></b>  |
| <b>*9/23</b>            | <b><i>TPSL Begins this week!</i></b>   |
| 9/23, 9/25              | Constructing Gender  |
| <b>*9/27</b>            | <b><i>Reading Set 2 – Quiz; Class Discussion led by Group 8 Facilitators</i></b>   |
| <b>9/30</b>             | <b><i>Experiential Exercise &amp; Class Discussion led by Group 2</i></b>  |
| <b>*10/2 &amp; 10/4</b> | <b><i>No Class! Take a minute to do something good for yourself!</i></b>   |
| <b>*10/7</b>            | <b><i>Reading Set 3 – Quiz; Class discussion led by Group 4 Facilitators</i></b>   |
| <b>*10/9</b>            | <b><i>Experiential Exercise &amp; Class Discussion led by Group 3</i></b>  |
| <b>*10/11</b>           | <b><i>No Class! Start your fall break a little early!</i></b>  |
| <b>*10/14</b>           | <b><i>No Class – Fall Break! Rest, relax, and have fun</i></b>   |
| 10/16                   | TPSL Discussion  |
| <b>*10/18</b>           | The Gendered Family<br><b><i>Reading Set 4 – Quiz; Class discussion led by Group 2 Facilitators</i></b>                      |
| <b>*10/21</b>           | <b><i>Experiential Exercise and Class Discussion led by Group 4</i></b>  |

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|--------------------------------------|---|
| 10/23                                | Relationships   |
| <i>*10/25</i>                        | <i>Reading Set 5 – Quiz; Class Discussion led by Group 1 Facilitators</i> |
| 10/28                                | <i>Experiential Exercise &amp; Class Discussion led by Group 5</i>        |
| 10/30                                | The Gendered Media – “Still Killing Us Softly”                            |
| <i>11/1</i>                          | <i>Reading Set 6 – Quiz; Class Discussion led by Group 3 Facilitators</i> |
| <i>11/4</i>                          | <i>Experiential Exercise &amp; Class Discussion led by Group 6</i>        |
| 11/6                                 | Sexuality   |
| <i>*11/8</i>                         | <i>No Class! Enjoy the fall colors!</i>                                   |
| <i>*11/11</i>                        | <i>Reading Set 7 – Quiz; Class Discussion led by Group 5 Facilitators</i> |
| <i>*11/13</i>                        | <i>Experiential Exercise &amp; Class Discussion led by Group 7</i>        |
| 11/15                                | TPSL Discussion   |
| 11/18                                | Sexual Identities and Orientation   |
| 11/20                                | The Gender of Violence  |
| <i>*11/22</i>                        | <i>Reading Set 8 – Quiz; Class Discussion led by Group 6 Facilitators</i> |
| <i>*11/25</i>                        | <i>Experiential Exercise &amp; Class Discussion led by Group 8</i>        |
| <i>*11/27-10/29</i>                  | <i>Thanksgiving Recess – Express gratitude, eat, and enjoy!!</i>          |
| <i>*12/2, 12/4, 12/6, &amp; 12/9</i> | <i>Presentations of Final Assignment</i>                                  |

**Happy Holidays to each of you!!**

*Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.*

