Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Psychology of Gender

COURSE OVERVIEW

This course focuses on the study of gender in humans. Particular focus will be on critical evaluation of popular beliefs about gender and whether these beliefs are in synchrony with the scientific research. We will spend the term exploring the scientific literature on differences, similarities, characteristics, and definitions of the construct of gender. We will also explore the origins and effects of gender stereotypes and sexism. Relevant to this discussion is the question of socially constructed versus biological traits and to what extent each contributes to actual and culturally constructed gender identities, behaviors, and differences.

MATERIALS

  o Chapters & dates listed at end of syllabus, and listed on Carmen

✧ Additional readings/prep material listed at end of syllabus and posted on Carmen

✧ Bring an electronic device capable of accessing the internet to class every day – laptops or tablets are better than smart phones, but smart phones are better than nothing

✧ TopHat account – Join code for this class is 687073

WHAT DOES AN ACTIVE LEARNING CLASSROOM (ALC) MEAN?

✧ Students learn best when they are active consumers of the course material
✧ Students learn best when their effort is evenly distributed across the term, rather than in peaks and valleys
✧ Most classes rely on passive strategies (e.g., power point and notetaking). ALCs use most of their time with students engaging with the material, rather than listening
✧ We will use small-group, large-group, and individual activities to achieve the learning goals
COURSE GOALS AND LEARNING OUTCOMES

Course Goal A
Students will learn how to consistently use critical thinking to reason about gender and the situations, issues, and problems related to gender beliefs

LO 1 - differentiate beliefs about gender that rely on anecdotes or pseudoscience from those based on science, evidence, and scientific reasoning

LO 2 - explain how sociocultural and international factors influence how scientists think about, frame research questions, and interpret research results regarding gender

Course Goal B
Students will develop psychological information literacy (APA 2.2)

LO 3 - locate original research relevant to course topics

LO 4 - read and summarize complex ideas about gender accurately from psychological sources and research

Course Goal C
Students will apply ethical standards to gender-related issues (APA 3.1)

LO 5 - develop psychology-based strategies to facilitate social change and diminish discriminatory practices regarding gender

TRANSFERABLE SKILLS

Students in this course will develop and practice the following skills that employers find particularly valuable:

1) Flexibility & inclusiveness (APA 5.1)
2) Self-efficacy & self-regulation skills, such as time management, self-assessment, and responsiveness to feedback (APA 5.2)
3) Teamwork capacity (APA 5.4)
4) Effective communication and interaction skills with people of diverse abilities, backgrounds and cultural perspectives (APA 4.1)
5) Effective presentation skills for different purposes (APA 4.2)
**Reflective Thought & Scientific Reasoning (RTSR)**

**Worth:** 35% of your grade, about 23 days, 3 dropped, so about 1.5% per day

**When:** Nearly every class meeting, in-class only

**What:** Opportunities for reflection & demonstration of your scientific reasoning about course topics

**How:** Mostly on Tophat or Carmen - some in small groups, some individual

**Dropped Items:** Your 3 lowest in this category, no make-ups

**Points:** All activities in this category for each day will be combined; missing one day will be approximately equal to missing any other day, though the actual point value may vary slightly

**Self-Assessment**

**What:** Questions asking you to evaluate yourself, your active consumer skills, and your progress on learning outcomes/skills in the course

**How:** Carmen Quiz

**When:** 3 due dates -

**Worth:** 15% of your grade, 5% each

**Dropped Items:** None, no make-ups
COURSEWORK (CONTINUED)

**Part I - Preparation from the daily readings; specific knowledge of content**

**What**: Quizzes over assigned readings

**When**: Every class meeting where a reading was assigned (see Schedule)

**How**: Tophat

**Worth**: 30% of your grade, for 8 counted quizzes - 9 total given, 1 is dropped, so 3.75% per quiz

**Dropped Items**: Your lowest score in this category

**Part II - Communication of scientific findings**

**What**: Close examination of a research article and presentation to a small group of peers

**Worth**: 20% of your grade, 10% each

**When**: 2 days

**How**: See Carmen for details of the components, also discussed in class
Grading scale = University standard (but I will curve up if there’s a need)

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There can be no rounding to the next higher level, as this constitutes giving points that a student didn’t earn (which is not ethical)

HOW I GRADE WRITTEN ANSWERS

- In general, if I ask for 2 things, I make the item worth 2 points – doing both things is necessary to earning both points
- You do NOT earn points just by typing something in – if it is a written item, Tophat may assign you a point for participating, but that is NOT your final grade. Our team will go through and grade everything you turn in
- I am looking for evidence of critical thinking – it is MUCH more important to me that you think about the issues in this course than that you are clever, witty, or “right”
ATTENDANCE

✧ Attendance is strongly encouraged, but not required, for this course.
✧ Attendance and grades show a strong positive correlation in the research literature – it is also how you will earn approximately 65% of your grade
✧ in addition, all activities done during class are exclusively for students who are actually in class. Unless you have specific, written permission to complete the online items outside of the classroom that everyone else is doing in class, you will not be eligible for credit & I will be required to report such activity to the Committee on Academic Misconduct
✧ If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do not provide copies of my slides or notes under any circumstances.
✧ Students are always welcome to come to office hours to look at my notes and write any notes they wish from them, regardless of whether they attended class or not.

HANDWRITTEN SUBMISSION POLICY

On any day that you need to submit a handwritten answer for an electronically administered item (e.g., Tophat or Carmen), please do the following:

1. Use a full sheet of paper
2. Put your name on there in full and legibly written handwriting
3. Put the full date on your paper
4. Clearly indicate which question you are answering – you will not just be able to number them because they are not numbered in TH – you will need to write out part of the question so that we know which you are answering
5. As soon as the TH closes, you are responsible for taking your answers to Dr. C-B BEFORE we discuss the answers as a class
   • If you do not bring your paper to me (or a CA) prior to the answers being discussed out loud, you will receive no credit

Please be aware that if we can’t decipher it, your grade will be a zero, so always be really clear and careful when you are answering.

EXTRA CREDIT

I’m open to EC ideas – Events are preferable to movies – they must be relevant to our course, free or super cheap to attend, & accessible to our entire class (~60 people)
You must send me an email outline of your idea at least 1 week prior to the event that you would like me to consider for EC – your proposal must include:
   o What, where, and when the activity is
   o The specific learning outcomes for this course (see page 2) that this opportunity would help students achieve
   o Exactly what students would do to earn the EC (e.g., go to the event, write a reaction paper)
   o What they would need to show in these behaviors to meet the learning outcomes (i.e., a rough grading rubric for the assignment)
MAKE-UP POLICIES

✧ Reflective Thought & Scientific Reasoning –
  o An allowance (~9% total) has already been built into these categories
    ▪ You can miss 3 RTSR days without penalty (~5% allowance)
  o Thus, no further make-ups will be considered or given, no matter the circumstances

✧ Information Literacy – Preparation (Reading Quizzes) & Article Exchange Days –
  o FOR READING QUIZZES ONLY: Your lowest score is dropped, so the first quiz you miss, regardless of the reason, will be the one dropped from your grade. AFTER your first missed quiz, the make-up policies below are in effect.
  o FOR GROUP WORK ON ARTICLE EXCHANGE DAYS: there are no make-ups – if you do not work with your group on the activities, you will not receive credit for that portion of the Article Exchange Day grade
  o FOR INDIVIDUAL WORK ON ARTICLE EXCHANGE DAYS & QUIZZES AFTER YOUR FIRST MISSED ONE:
    ▪ Court appearances, family vacations, job attendance, days out with your friends, and mild illness do NOT count as emergencies
    ▪ No make-ups will be given early
    ▪ Non-emergency conditions under which you will be eligible for a make-up quiz/assignment
      • Internship/grad school interview – you must provide evidence on school letterhead that documents the offer of interview – if you do not have a letter on official letterhead, instructional staff will follow up with the school/internship to verify that you do indeed have the interview that day
      • OSU sponsored event (e.g., athletic event, national mock trial event, etc.) – you must provide official documentation on OSU letterhead
      • You bring me documentation at least one calendar week prior to the scheduled quiz/article exchange day
    ▪ If you have an emergency & are unable to attend class on a quiz/article exchange day, you will be eligible for a make-up without grade penalty, so long as you meet the following criteria:
      • Funeral for a loved one – provide the obituary and written explanation of the person’s relationship to you – you must contact me about this as soon as possible, but no later than 24 hours after missing the exam
      • Mental Health or Medical Emergency – provide documentation from a professional medical source ON LETTERHEAD - you must contact me about this as soon as possible, but no later than 24 hours after the presentation day you missed
        o The letter must clearly state that you had an emergency that precluded your attendance in class – mild illness and/or a visit to the clinic will not be considered an excuse for missing
  o FOR QUIZZES ONLY (THERE ARE NO MAKE-UPS WITH PENALTY FOR ARTICLE EXCHANGE DAYS NOT MEETING THE ABOVE CRITERIA): If you miss a quiz for any other reason, do not have documentation that supports an emergent condition, or do not follow any one of the above guidelines, you may schedule a make-up time, so long as you contact me within 24 hours of missing the quiz – the following penalties apply in this case:
    • Make-up taken within 3 business days of the class taking the quiz = 30% penalty
    • Make-up taken >3 business days, but less than 1 week of the class taking the quiz = 40% penalty
    • Any request for a make-up beyond 24 hours after the class has taken the quiz, or not taken prior to 1 week after the class took the quiz will not be considered, unless the direst of situations can be documented
  o Make-up quiz format will be at the discretion of the instructor and is likely to be a set of essay questions.
YOU CAN EXPECT FROM ME...

- **Respect** for you and your contributions to this course
- **Help** mastering the material – I am on campus some portion of every weekday, available by phone/email, and hold regular office hours
- **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- **Consistent access** through email, phone, and appointments
- **Fairness** – I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code
- **Mindful Focus During Class Meetings** - I do leave my cell phone on vibrate during class in case of emergency with my children, I will NOT answer the phone during class if it is not an emergency; I will not check my email, social media, or texts during class without reason to believe it is an emergency

I WILL EXPECT FROM YOU...

- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1). The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
- **Openness** - to new ideas & ways of looking at the topics
- **Mindful Focus During Class Meetings** - please do not check email, social media, texts, phone messages, or interesting internet sites that are not course-related during class meetings. If you have an emergency, please leave the room to handle it & plan to stay home any day in which you would rather interact with material that is not course-related
- **Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit close to the door to avoid disturbing the rest of the class during class.
- **Preparedness** - Completion of readings BEFORE class
- **Honesty** - DO NOT CHEAT IN MY CLASS! It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/)
IMPORTANT RESOURCES

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu/ or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Student Stress

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting cs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292- 3307; http://slds.osu.edu/; 098 Baker Hall, 113 W. 12th Avenue.
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<tr>
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<th>pgs</th>
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<tbody>
<tr>
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<td>Syllabus &amp; goal-setting</td>
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<td>Getting to Know Us Activities</td>
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<td>What’s this course all about?</td>
<td>Intro</td>
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<td>Part I: How do our expectations, frame of reference, and state of mind change the world?</td>
<td>Ch 1-4</td>
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<td>Intro to Sexism &amp; How to read research</td>
<td>Article for practice - Glick &amp; Fiske (2001)</td>
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<td>LCB OUT – NO CLASS</td>
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<td>Empathy Measurement &amp; Baron-Cohen</td>
<td>Article TBD</td>
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<td>Miss Representation, Day 1</td>
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<td>Miss Representation, finish &amp; discuss</td>
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<td>FILM DAY</td>
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<td>Work, school, home &amp; stereotype threat</td>
<td>Ch 5-8</td>
<td>Quiz 4: chaps 5-8</td>
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<td>Article Exchange Day #1</td>
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<td>Part II: Biology never lies, right? Here’s the story of how careful we need to be before we say something is “hardwired”</td>
<td>Ch 9-12</td>
<td>Quiz 5: chaps 9-12</td>
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<td>File drawer problems – more overlap than differences</td>
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<td>Is it REALLY biology?</td>
<td>Article TBD</td>
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<td>Myth of Maternal Instinct</td>
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<td>SPRING BREAK – NO CLASSES</td>
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<td>11</td>
<td>Brain scams &amp; Neuroskepticism</td>
<td>Ch 13-16</td>
<td>Quiz 7: chaps 13-16</td>
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<td>Part III: The Moral of the Story? Children will look to you to learn what to be – so be careful - The Mask You Live In, Day 1</td>
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<td>FILM DAY</td>
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<td>The Mask You Live In, finish &amp; discuss</td>
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<td>Kuo &amp; Ward (2016)</td>
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