

**PSYC362: PSYCHOLOGY OF GENDER**  
**SUMMER 2013 – Session A – 5/20-06/21**  
**Course Syllabus**

### 1. Basic Information

*Instructor:* Kristen Jones  
*Email:* [kjonesz@gmu.edu](mailto:kjonesz@gmu.edu)  
*Phone #:* (703) 993-3706 Ext. 40123  
*Office:* Robinson B210  
*Office Hours:* Friday 5pm – 6pm and by appointment  
*Class Time:* Monday, Wednesday, & Friday 7pm – 10:05pm  
*Classroom Location:* Robinson A, Room 349

### 2. Course Overview

The purpose of this course is to provide an overview of research and theory on gender in psychology. We will examine the myths and stereotypes associated with men and women in our society, the social and psychological gender differences that have been identified in research, and the evidence and theoretical arguments concerning the origin of these differences.

Because my orientation is that of an experimental psychologist, the class will be taught from an empirical perspective and much of the lecture material will be based on findings obtained in experimental psychological research. Thus, we will identify the studies being conducted and the answers currently being proposed by the research community on longstanding and contemporary issues pertaining to the psychology of gender. In addition, we will cover selected topics that tie in to the study of gender including discrimination, achievement, pornography, and homosexuality.

### 3. Course Goals

As the course instructor, I have several goals for each student to work toward during this semester:

- 1) An awareness of the hidden and obvious gender biases in the study of human behavior and an appreciation of the complexity of the research on gender issues
- 2) Clarification of the nature and development of gender differences and gender roles
- 3) Development of critical thinking and skill in evaluating gender research as well as depictions of gender in the media and entertainment industry
- 4) Development of an intellectual tolerance and respect for others' viewpoints
- 5) Development of self-understanding and empowerment, appreciating that we need not be constrained by traditional gender roles and stereotypes

### 4. Required Text

Lips, H. (2007). *Sex and Gender: An Introduction*. Mountain View, CA: McGraw-Hill. Sixth Edition.

### 5. Attendance Policy

Though I will not take attendance and attendance will not be formally factored into your final grade, those who do not attend class on a regular basis will be at an extreme disadvantage when it comes to taking exams. Because the material covered in lecture and the material covered in your assigned readings only partially overlap, regular attendance is necessary in order to fully acquire the course content. My exams are created and modeled **largely** based on my lectures, so it would benefit you greatly to attend lectures and take notes.

If you miss class, you are responsible for the material you missed (Please note: **I do not give out my personal notes**). This includes assignments that were due on the day you were absent. In the case of unexcused absences,

assignments will not be accepted more than 1 week late, and you will be penalized 5% of the assignment grade for each day it is late.

## 6. Official Communications via GMU E-mail

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

## 7. Cell Phone and Laptop Policy

I understand that some students may take notes more easily on their laptops. However, if you are using a laptop in my class, I expect that you are taking notes on my lecture and are using the laptop for no other reasons. **Please**, no gchatting, facebooking, checking scores on espn, emailing, etc. Not only is it pointless for you to come to my lecture if you are going to be engaging in these irrelevant activities, but this is also distracting to other students. Furthermore, there is absolutely no reason to be on your cell phone (e.g., texting, emailing) during class. This is both disrespectful to me and to your fellow classmates who are there to learn so **DON'T DO IT!**

## 8. Arriving Late to Class

I manage to be here on time every class, so you can too. If I notice that attendance in general is becoming low AND/OR that people are coming in late to class on a regular basis, I reserve the right to give short, unannounced quizzes at the beginning of class to reward those who both ATTEND class and are ON TIME to class. Arriving late is not only distracting to me as the instructor, but also to your fellow students, so please be considerate and arrive on time to class! ☺

## 9. Honor Code Statement

Students in this course are expected to comply with the GMU Honor Code. Students should refer to the information listed on the university website (<http://www.gmu.edu/academics/catalog/9798/honorcod.html>) for definitions of behaviors such as lying, cheating, and plagiarism that are considered honor code violations. I reserve the right to enter a failing grade to any student found guilty of an honor code violation.

## 10. Learning Disabilities

If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at [709-993-2474](tel:709-993-2474). All academic accommodations must be arranged through that office.

## 11. Grading Policy

Final grades in this course will be calculated based on the following components:

35% Midterm Exam  
 35% Final Exam  
 10% Assignment 1  
20% Assignment 2  
 100% Total

Final Letter Grades will be distributed as follows:

100% - 99% = A+	86% - 84% = B	73% - 70% = C-
98% - 94% = A	83% - 80% = B-	69% - 67% = D+
93% - 90% = A-	79% - 77% = C+	66% - 64% = D
89% - 87% = B+	76% - 74% = C	63% - 60% = D-

## 12. Exams

There will be two exams that will each count for 35% of your grade, a midterm exam and a non-cumulative final exam. The format of the exams will be multiple choice questions that will be drawn from the text, lectures, videos, and class demonstrations covered over the course of the summer session. While exams will largely be comprised of material covered in lecture, approximately 20-30% of the questions will come from information in the text that was not covered in lecture. For this reason, both class attendance and completion of reading assignments outside of class are important in order to do well on the exams. Given this is a higher-level college course, I do not provide study guides for exams. Organizing information and discerning what is important is an invaluable skill that you will only acquire by practicing on your own, not by me doing it for you.

No makeup exams will be given unless I have been contacted in advance of the exam and receive an acceptable, **documented** excuse. No exceptions will be made to this policy. Makeup exams must be taken within three days of the in class examination and will be scheduled at the instructor's convenience. Students who do not take an exam and do not meet the conditions for taking a makeup will receive a zero on that exam. Note: If you have an ongoing health condition that may prevent you from fulfilling the requirements of the class in a timely manner, you must notify me (in addition to the DRC) of your situation (accompanied by the appropriate documentation) at the very beginning of the semester in order to receive academic accommodations including the opportunity to make up missed exams.

## 13. Assignments

Two assignments are required for this class. These assignments are designed to enhance your understanding and memory of course material. Each of these is discussed in detail at the end of this syllabus. Assignment 1 is worth 10% of your grade and Assignment 2 is worth 20% of your grade.

## 14. Extra Credit Opportunities

Students will receive 1% credit for each hour of research participation, up to 5% of students' final grades. This can take the form of participation in experiments or attendance at the alternative research lectures. Students must obtain a participant account at <http://gmu.sona-systems.com/default.aspx> in order to sign up to participate in research. Please email the Psychology Department Research Coordinator, Simone Erchov, at [psychlab@gmu.edu](mailto:psychlab@gmu.edu) if you have any problems obtaining an account. **Students must assign any completed credits to PSYC 362 on the sona website in order for credit to be awarded by the instructor** (otherwise, I will not be able to view your participation when I sign onto my instructor account).

## 15. Auditing Students

If you are auditing this class, you must first be registered for the course on PatriotWeb and then you must submit a Course Audit Form to the Office of the Registrar by the end of the drop period. The Course Audit Form can be found at <http://registrar.gmu.edu/forms/CAF.pdf>.

## 16. Course Outline (subject to change)

DATE	TOPIC	ASSIGNMENTS DUE
Monday, May 20	Course Overview & Research Methods	Lips Ch 3
Wednesday, May 22	Theoretical Perspectives	Lips Ch 2
Friday, May 24	Stereotypes	Lips Ch 1 * May 24- Last day to add and drop (no penalty)*
Monday, May 27	Gender & Biology	Lips Ch 5, 8, 9
Wednesday, May 29	Body Image	
Friday, May 31	<b>MIDTERM EXAM</b>	*May 31- Last day to drop (50% penalty)*
Monday, June 3	<b>Assignment 1 Presentations</b>	<b>Assignment 1 Due</b>
Wednesday, June 5	Gender Differences and Similarities  **LAST HALF OF CLASS: DEBATE TEAM ASSIGNMENTS AND PREPERATION**	Lips Ch 4, 6  **Bring laptops for debate preparation**
Friday, June 7	Sexual Orientation	Lips Ch 7
Monday, June 10	Intimacy & Attachment	Lips Ch 11
Wednesday, June 12	Gender & Work	Lips Ch 13
Friday, June 14	<b>Debates Presentations</b>	<b>Assignment 2 Due</b>
Monday, June 17	<b>Debate Presentations</b>	
Wednesday, June 19	Course Wrap-up/Exam Review	
Friday, June 21	<b>FINAL EXAM</b>	<b>LAST DAY OF CLASS</b> <b>Happy Summer! ☺</b>

### 16. Assignment Descriptions

There is one presentation day for Assignment 1 and two presentation days for Assignment 2. I expect everyone to be here on those days. There will be no chance for “make-up” presentations on other class days.

**\*\*PRESENTATION DAY LAPTOP/CELL PHONE POLICY\*\*** - There is absolutely no need for you to have either laptops or cell phones out on presentation days. Please be courteous to your fellow students and give them your undivided attention as they present. **I will deduct points from your grade if I see you on your laptop or cell phone during others’ presentations.**

#### Assignment #1: Gender and Psychology in the Media

For this assignment, you should choose one of the following two options. You will briefly (and very informally) discuss the focus of your assignment in class on Monday, March 18<sup>th</sup> and Wednesday, March 20<sup>th</sup>.

##### 1) *Psychology of Gender in the Music Industry.*

For this project, you will choose one finding that you have learned regarding gender issues and you will create an audio presentation of no fewer than five songs that provide evidence for the topic that you have chosen. You are allowed (and expected) to bias your selections in favor of providing support for the gender finding that you have chosen.

For instance, say that you are interested in depicting the gender differences that David Buss writes about (i.e., men select women based on their reproductive viability, men’s main goal is to ensure their genes are passed on to future generations, women select men based on their potential to support them and children).  
You might include:

- a) Summer Lovin’ – From the Grease Soundtrack. Shows men’s and women’s different ideas about love. Olivia Newton-John sings about his car, his manners, his resources, while John Travolta sings about her sexual appeal.

- b) Shook Me All Night Long – Aerosmith. Guy sings about a woman he likes by describing her physical features (e.g., “She was a fast machine...she was the best damn woman that I’d ever seen....knocking me out with those American thighs”)
- c) Boy from New York City - ? Woman sings about a guy with resources that she loves (e.g., “he’s kinda cute, in his mohair suit, and he keeps his pockets full of spending loot.”)
- d) Chapel of Love - ? Woman sings about her incredible excitement about going to the chapel to get married.
- e) Married to a Waitress, I don’t even know her name? – Alan Jackson. He sings about his horrific realization in the morning that he got so drunk the previous night that he married an ugly waitress.

**The Write-Up of this Assignment (50% of your grade):**

- 1) A one-paragraph description of each of the songs describing how they relate to the gender finding that you have chosen.
- 2) You must also include lyrics of all of the songs that you include (either write them down yourself or find and print a copy of them).

**In Class Presentation (50% of your grade):**

Each student will select ONE of their five songs to share a clip of with the class. Please do not play the entire song for the class; just select a relevant portion of the song. **Please make sure your clip does not exceed one minute.** In your presentation, you should describe:

- 1) the gender finding you selected
- 2) how the lyrics in the song you are sharing support that particular finding

You may either burn the song onto a CD and use the media player on the computer, email yourself youtube links of the songs, or whatever else you can come up with. Regardless, please come prepared so that we don’t have to wait for you to search for the link you need.

***2) Psychology of Gender in the Movie/TV/Commercial Industry.***

For this project, you will choose one finding that you have learned regarding gender issues and create a video presentation of no fewer than five clips from movies, talk shows, sitcoms, etc., that provide evidence for the topic that you have chosen.

Example: Differences in Aggression Between the Genders

- a) Clip from the Maury Povich show revealing men breaking out into a fight.
- b) Clip from Cops show demonstrating male police or criminal physical brutality.
- c) Clip from NHL hockey game where the benches clear and the teams fight.
- d) Soap Opera clip of women verbally aggressing against each other.
- e) Friends episode clip of passive-aggressive display by one of the female characters toward one of the male characters.

**The Write-Up of this Assignment (50% of your grade):**

- 1) A one-paragraph description of each of the video clips describing how they relate to the gender finding that you have chosen.
- 2) You must also include a CD/DVD with the videoclips or the links to the videoclips so that I can access them (e.g., youtube links).

**In Class Presentation (50% of your grade):**

Each student will select ONE of their five videoclips to share with the class. If the clip is short (e.g., a commercial), you can play the entire thing. If the clip is from a show or a movie, for example, please only show the most relevant portion of the clip. **Please make sure your clip does not exceed one minute.** In your presentation, you should describe:

- 1) the gender finding you selected
- 2) how the video clip you are sharing supports that particular finding

You may either burn the videoclips onto a CD/DVD and use the media player on the computer, email yourself youtube links of the clips, or whatever else you can come up with. Regardless, please come prepared so that we don't have to wait for you to search for the link you need.

### **Assignment #2: Gender Debates**

For this assignment, you and a partner will be assigned to one debate topic and will be responsible for presenting and defending a particular position (pro or con) on the issues surrounding that topic. Each team should present material for approximately 20 minutes and should prepare a handout for students to use in studying for the final exam. Each person will prepare a set of arguments supporting their side of an issue and will present the issue and these arguments to the class. The team assigned to defend to "pro" side of an issue will present their arguments without interruption from the "con" side and vice versa. In other words, these are not "point-counterpoint" style debates.

Each person is responsible for identifying the materials to be covered in defense of their position. A good performance would consist of listing 5 or 6 points supporting the favored position, with each point substantiated by **peer-reviewed empirical research**. Although students do not have to present the details of this research during the debate, they should briefly summarize the results of supporting studies. In addition, you should prepare a handout with all of this information for each member of the class and you should email your handout to me by the beginning of class on the day that Assignment 2 is due (Friday, June 14<sup>th</sup>). A detailed grading rubric for this assignment can be found on Blackboard.