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## PSYC 362-DL1 – Psychology of Gender

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Spring 2015

*This syllabus may change.*  
This syllabus has been updated as of 1/13/2015

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### Textbook

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Helgeson, V. S. (2012). *Psychology of Gender* (4<sup>th</sup> ed.). Pearson. ISBN: 978-0-205-05018-5

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### Course Overview

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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.

We will cover several selected topics that tie in to the study of gender, including discrimination, achievement, friendships, relationships, and health.

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### Course Goals

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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 in the media
- 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

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## Course Format

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This course will be held entirely online. Information will be presented in PowerPoint lectures with audio components, articles and assigned textbook readings. Students are responsible for understanding all of the information presented in articles, and in their textbook and these PowerPoint lectures. For each of the chapters, students must complete an online chapter quiz (see below for more information regarding these quizzes) as well as a discussion post and discussion response (see below for more information regarding these discussion based assignments.) These assignments are designed to ensure that students both have an understanding of the core course content as well as an ability to participate in classroom discussions in order to enrich their overall understanding of gender-related issues. These assignments will be due at specific dates throughout the semester (see Calendar at bottom of syllabus for a list of due dates). Students will also complete a project examining gender stereotypes in the media as well as a project regarding gender atypicality (see below for more information regarding these two projects). At the end of the semester, students will complete an online cumulative final exam to ensure a complete and thorough understanding of all course materials. Although each of the quizzes, assignments, projects, and exams for this course have specific final due dates, students are allowed to complete all of these in advance. Thus, the pace of this course is somewhat flexible.

### Lectures

As stated above, this course will deliver content PowerPoint slides with audio components. These lectures will be posted on Blackboard at the beginning of the semester. PowerPoints will include key terminology, important concepts, and detailed information. Most of this information will be provided in text, but some information may also be presented through voice recordings. Students are responsible for understanding all of the audio and visual-based information presented in these slides.

Students should use the textbook to supplement their knowledge and understanding of the information presented in these slides. If students are unsure about a specific concept, they should first consult their textbook for more information regarding this topic. If they are still unsure about a topic, they may email the instructor.

### Intro Quiz

Before embarking on this course, it is imperative that students understand the course format and course policies. Thus, students must complete an online quiz regarding this course syllabus located on Blackboard. Students must read over and study all information presented in this syllabus and email the instructor if they have any questions about the content within this syllabus before starting the quiz. This quiz will be worth 3% of a students' final overall grade for the course.

### Chapter Quizzes

After reviewing the materials for each chapter, students must complete an online chapter quiz, located on Blackboard. These quizzes will be primarily based on materials from the PowerPoint slides and audio components, but may also test content directly from the textbook. Students will only have one opportunity to complete this quiz, and once they submit their answers, their grades will be posted automatically to Blackboard. These quizzes will be multiple-choice, and students will be given a limited amount of time to complete these quizzes to ensure that they do not cheat. You may access your notes, but each question has a time limit, so use your time wisely!

Students will not be able to complete a quiz after midnight of the assigned due date under any circumstance! Students who fail to complete a chapter quiz in the appropriate amount of time will automatically receive a grade of 0%. Students will be allowed to drop their single lowest quiz grade. This is done to account for any unforeseen circumstances that may prevent a student from submitting the quiz on time. As stated previously, students are encouraged to complete the chapter quizzes well before the due date to ensure that they do not miss a quiz. Again, there will be NO exceptions for late work.

Each chapter quiz will be worth 2.5% of a students' final grade. After dropping the lowest grade, these chapter quizzes will account for 30% of a student's overall final grade in the course.

### **Discussion Posts**

For each chapter, students must also post and respond to a post on the Blackboard Discussion board. Students must post a unique, interesting and relevant video, link, popular press article, scholarly article, or a current event article related to a topic presented within that chapter that the student found interesting. Along with their post, students must provide an APA style citation of where the information was found, a summary of their post, an explanation of why the post is interesting/relevant to the given chapter, and/or any other comments or ideas that the student has regarding their posting. These posts should be at least three full sentences (not including the citation). The goal of these posts is to spur discussion among classmates, so they should be as thought-provoking and engaging as possible in order to encourage other students to read and respond. I encourage healthy discussions and debates through these discussion threads.

Students must also read and respond to a discussion post of at least one other classmate. These responses should include overall thoughts/ideas spurred by the post, other reasons why the post was interesting, other ways that the post was relevant to topics outlined within the course, aspects of the post that the student may agree/disagree with, and/or any other observations that the student would like to make about the post. These responses should also be at least three sentences, and please remember to be respectful and polite regarding other students' opinions when posting these responses.

\*For each chapter, the first three people to post an individual post on Blackboard have the option of posting two original posts rather than writing one post and one response. This way, students who decide to finish the course early do not have to wait for other students to catch up before completing this assignment.

Students must submit their discussion posts and responses for each chapter by the due dates listed. Students will be allowed to drop their lowest discussion post grade. This is done to account for any unforeseen circumstances that may prevent a student from submitting the discussion post/response in time. Thus, there will be NO exceptions for late work.

Each discussion post/response will be worth 0.5% each. After dropping the lowest discussion post grade, this component of the course will account for 12% of a student's overall final grade in the course.

### **Project #1 – Gender Bias in the Media**

Students will complete a project involving the identification of gender bias in the media. Students will select a specific movie, television show, or magazine subscription, and then create a PowerPoint presentation demonstrating all of the ways in which their chosen media perpetuates gender biases and stereotypes.

These PowerPoint presentations should include at least ten slides, with clear and concise text bullet-points on each slide. The PowerPoints must include at least five examples of gender stereotypes or biases that their chosen source of media perpetuates. These PowerPoints should be engaging, with pictures, graphics, colorful and well thought out formatting, and possibly even video clips if appropriate. Students may record their voices in PowerPoint as they “present” each slide, (by clicking Insert → Audio → Record Audio) or they may type a transcript of what they would say if they were actually presenting the PowerPoint to the class in the Notes section of the PowerPoint (below each slide). These voice recordings or transcripts should include at least 3 to 5 sentences per slide. Students will upload these PowerPoints to the Discussion Board with a short 1-3 sentence summary of what their project was about by the appropriate due date. The PowerPoint will account for 20% of the student’s overall grade in the course (see rubric).

\*Students planning to record their voices should attempt to turn in this project a day in advance in case there are unforeseen technical issues associated with trying to upload these voice clips.

### *Rubric – Gender Bias in the Media*

15 points - PowerPoint had at least ten slides with clear and concise text on each slide

40 points - Each slide included spoken or written notes of sufficient length and quality

20 points - Correctly identified at least five examples of gender bias within the chosen media

15 points - Slides were visually engaging (included pictures from chosen media, formatted well, etc.)

10 points - PowerPoint demonstrated high overall quality, thought, and effort

### **Project #1 Commentary**

Students must provide a detailed commentary on at least two of their class-mates’ projects. Students must open and read through or listen to the PowerPoint projects of other students, and then post a detailed commentary in response to at least two projects on the Blackboard Discussion Board. Each commentary should include the students’ overall thoughts in reviewing the PowerPoint, why they thought the PowerPoint was interesting, what they learned from watching or listening to the PowerPoint, their reactions to the PowerPoint, and any other observations that the student had regarding the PowerPoint project. Students may elect to include other examples of gender bias within the chosen movies/shows/magazines that the project left out. These commentaries should be roughly one-to-two paragraphs in length (eight sentences minimum). These commentaries will be graded based on completion, writing quality, and thoughtfulness, and will be worth a total of 5% of the student’s overall grade in the course. Again, please remember to be respectful and polite.

### **Project #2 – Gender Atypicality**

For this project, students will conduct a field study in which they engage in behaviors that are counter-stereotypical to their gender for an entire day. They will then write about their experiences and how they were treated during this time. This can include wearing clothes that are thought to be incongruent with the students’ gender, or using mannerisms or behaviors that are noticeably incongruent with one’s gender. Students must submit a short proposal of their idea to Blackboard by the due date if they would like to receive feedback regarding their project idea. This proposal, however, is optional.

Students will then write a one-page thought paper, including a brief overview, procedures, results (i.e., reactions to counter-stereotypical behaviors), overall findings/impressions/lessons learned, how these experiences related to topics/concepts/terminology covered in class (there should be at least three linkages to course content), and a conclusion section (see rubric).

Papers must be one page single-spaced with 12-point Times New Roman Font. They must use standard formatting.

*Rubric – Gender Atypicality*

5 points - Paper included a sufficient and well-written overview section

15 points - Paper included a sufficient and well-written Procedures section

20 points - Paper included a sufficient and well-written section on Reactions to Atypical Behaviors

15 points - Paper included a sufficient and well-written section on impressions and lessons learned

30 points - Paper linked the project experience to at least 3 concepts/terms from class

10 points - Paper demonstrated high overall quality, thought, and effort

5 points - Paper included a sufficient and well-written Conclusions section

**Final Exam**

At the end of the semester, students will complete an online cumulative final exam, located on Blackboard. This exam will be based on the material covered throughout this course. The content and format of this exam will be similar to that of the chapter quizzes (all multiple choice). The questions will not be the same as those encountered on the chapter quizzes! Student should spend ample time studying all of the materials from each of the chapters before embarking on this final exam. Students will only have one opportunity to complete this exam, and once they submit their answers, their grades will be posted automatically to Blackboard. To ensure that students do not cheat, students will be given a limited amount of time to complete this exam and each student will be presented with a different set of questions.

Students must complete this final exam by midnight on the due date assigned to receive credit for this exam. Students who fail to complete this exam by the appropriate time will automatically receive a grade of 0%. There will be NO exceptions. This exam will account for 15% of a student's overall grade in the course.

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## Grade Breakdown

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<b>Intro Quiz</b>	3%
<b>All quizzes</b> ( <i>2.5% for each quiz, dropping the lowest</i> )	30%
<b>Discussion Board Participation</b> ( <i>1% each, dropping the lowest</i> )	12%
<b>Project #1</b>	20%
<b>Project #1 Commentary</b>	5%
<b>Project #2</b>	15%
<b>Final Cumulative Exam</b>	15%
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<b>Total</b>	100%

### Grading Scale:

A+ = 97-100%	B+ = 87-89%	C+ = 77-79%	D = 60-69%
A = 93-96%	B = 83-86%	C = 73-76%	F = <60%
A- = 90-92%	B- = 80-82%	C- = 70-72%	

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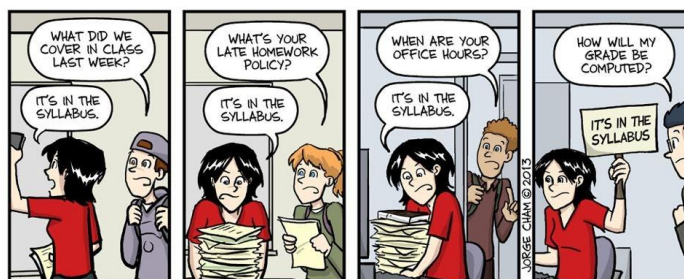
## Additional Information

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### Email Policies

For questions regarding course content, please email the instructor – [rshor@gmu.edu](mailto:rshor@gmu.edu)

Please make sure you re-read the syllabus before asking questions about the policies, procedures, or format of the course.



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.  
[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

**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. I can only respond to gmu.edu email addresses, so please only use your Mason email in correspondence with me.

**Blackboard:** I will post notes, resources, grades, and announcements on Blackboard. You should frequently check Blackboard because you will be responsible for the material posted. Additionally, all assignments will be turned in through Blackboard. To use Blackboard you will need to go to <https://mymasonportal.gmu.edu>.

**Honor Code:** Coursework is expected to be the student's own original work. Students may use books, notes, and other sources to prepare assignments. Under no circumstances are students to collectively write papers with another student, turn in work previously submitted, reference notes or class materials during tests, or use material from other sources (textbook, websites, journal articles etc.) without proper citation (APA style). This will be considered plagiarism and will not be tolerated. All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [academicintegrity.gmu.edu](http://academicintegrity.gmu.edu). All violations of the Honor Code *will be reported* to the Honor Committee for review. I reserve the right to enter a failing grade for any student found guilty of an honor code violation.

**Disability Accommodations:** If you are a student with a disability and you need academic accommodations, please contact me and the Disability Resource Center (DRC) (Sub 1, Rm. 4205) at (703) 993-2474. All academic accommodations must be arranged through that office.

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## Course Schedule

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<b>Date</b>	<b>Assignment Due</b>	<b>Content</b>
1/21/15	Course Begins! <b>Syllabus Quiz</b>	Read Syllabus and Pre Intro PowerPoint
1/28/15	Quiz #1 and discussion post	Chapter 1
2/4/15	Quiz #2 and discussion post	Chapter 2
2/11/15	Quiz #3 and discussion post	Chapter 3
2/18/15	Quiz #4 and discussion post	Chapter 4
2/25/15	Quiz #5 and discussion post	Chapter 5
3/4/15	<b>Project #1</b>	<b>Gender in the Media</b>
3/18/15	Quiz #6 and discussion post and <b>Project #1 Commentary</b>	Chapter 6
3/25/15	Quiz #7 and discussion post	Chapter 7
4/1/15	Quiz #8 and discussion post	Chapter 8
4/8/15	Quiz #9 and discussion post and <b>Project #2 Proposal (optional)</b>	Chapter 9
4/15/15	Quiz #10 and discussion post	Chapter 10
4/22/15	Quiz #11 and discussion post	Chapter 11
4/29/15	Quiz #12 and discussion post	Chapter 12
	Quiz #13 and discussion post	Chapter 13
<b>Friday 5/6/15</b>	<b>Project #2</b>	<b>Gender Atypicality</b>
<b>Friday 5/8/15</b>	<b>Cumulative Final Exam</b>	<b>(All Chapters)</b>
5/11/15	Last Day of Class Grades Finalized	

*\*This syllabus is subject to change. Please listen to lectures and monitor the course website regularly to be informed of any changes made to the course.\**