**Psychology 362 (Online)**

**Psychology of Gender**

**Spring 2018, 3 Credit Hours**

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Office: David King Hall, Rm 3077 Office Hours: by appointment

**COURSE OBJECTIVES AND 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 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

**NOTE:** This course is entirely online. There are no required scheduled meeting times. Please read this syllabus very carefully to be sure you understand all aspects and requirements of the course. **Though the course is online, I would like to meet with each of you one on one if you would like and if your schedule allows**

**REQUIRED TEXT**

Helgeson, V. S. (2017). *Psychology of Gender* (5th ed.). Pearson. ISBN: 9781138186873

**GRADED EVENTS**

1. **Media assignment and atypicality assignment (100 points each)**
   1. **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 (feel free to ask me about other media as well) 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 (not including title slide, reference slide, or any other slides not containing text), 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 must also 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 transcripts should include at least 3 to 5 sentences per slide to receive full credit. Students may also record their voices in PowerPoint as they “present” each slide, (by clicking Insert 🡪 Audio 🡪 Record Audio)\*.

Students will upload these PowerPoints to the Discussion Board with a short 3 sentencesummary of what their project was about by the appropriate due date. The PowerPoint will account for 25% of the student’s overall grade in the course (see rubric).

\*Students planning to record their voices should attempt to turn in their projects 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*

10% - PowerPoints had at least ten slides with clear and concise text on each slide

20% - PowerPoints included spoken or written notes on each slide of sufficient length and quality

40% - PowerPoints correctly identified at least five examples of gender bias within the chosen media

10% - PowerPoints were visually engaging (included pictures from chosen media, formatted well, etc.)

20% - Powerpoints demonstrated high overall quality, thought, and effort

\*3% - Bonus for recording audio in addition to written notes

* 1. **Project #2 – Gender Atypicality**

For this project, students will conduct a field study in which they engage in behaviors that are both stereotypical and counter-stereotypical to their gender. They will then write about their experiences and about how they were treated differently during this time. This can included wearing clothes or engaging in mannerisms or behaviors that are thought to be congruent/incongruent with the students’ gender.

Students will be responsible for selecting a specific set of gender-related behaviors that will be manipulated across the observation periods (independent variables), the time-frame in which these behaviors and observations will take place, the setting of the experiment, and the types of objective and subjective observational data that will be collected and examined (dependent variables). Students are encouraged to push themselves slightly outside of their comfort zones in terms of displayed behaviors (acting/behaving in highly masculine ways and highly feminine ways) in order to elicit/observe the largest differences in interpersonal treatment from others. Students may submit a short proposal of their idea to Blackboard by the due date listed on the syllabus if they would like to receive feedback regarding their project idea. Students are encouraged to push themselves slightly outside of their comfort zones in terms of displayed behaviors (acting/behaving in highly masculine ways and highly feminine ways) in order to elicit/observe the largest differences in interpersonal treatment from others.

Students will then write a five-page paper (including abstract and title) three-pages of content, including the following sub-sections: *overview/abstract* (purpose of the assignment, overview of what they did and what they found), *procedures* (detailed description of study methodology), *results* (observed reactions to stereotypical and counter-stereotypical behaviors), and *discussion* (explanation of the study findings incorporating concepts/theories learned throughout the semester - there should be at least five unique linkages to course content). Lastly, students will include an Appendix that contains a picture of themselves in both the masculine and feminine conditions.

Papers must be three pages double-spaced with 12-point Times New Roman Font. They must use standard formatting and students will be penalized if they do not have a full three pages excluding all headers, titles, sub-titles, pictures, and references.

*Rubric – Gender Atypicality*

5% - Student submitted a detailed project proposal by the specified due date

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

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

20% - Paper included a sufficient and well-written Results section

30% - Paper included a sufficient and well-written Discussion section

20% - Paper demonstrated high overall quality, thought, and effort

5% - Paper included an appendix with pictures of the masculine/feminine conditions

1. **Blackboard / Participation:** You will be put into a group of approximately 5-6 students. You will read your group’s introductions and get to know the members in your group. In addition, the weekly chapter discussion posts will be shared with your group members. For each chapter, you are responsible for ***one discussion post* AND** ***one response*** on another group member’s post. These class activities have been created to help foster learning not only for yourself, but *between* each of you. Think of the post as being like the discussions you would have if you were in a formal classroom. The posts will vary in length depending on the nature of the question from the chapter. Students are responsible for all of the materials and assignments covered as they are intended to help with comprehension of the material.There will be a total of 14 content posts, but **only 12** will be required and count towards your grade. Each post will be worth **10 points** (5 points for the discuss post and 5 points for commenting on another post). **There is no partial credit given for late discussion posts. Late posts will be counted as missing**. *If a student misses a discussion post (i.e., if you miss the 11:59 PM deadline) it* ***cannot*** *be made up at a later date. However, you will have the flexibility to miss* ***two*** *class posts without penalty.* The post questions and set up can be found in the “Group Discussion Posts” tab>Click Your Group>Under Tools Click Group Discussion Board>Click the appropriate Chapter>Create new thread. I strongly recommend saving your discussion posts in a word doc before posting on blackboard.Blackboard will log you off if you have been inactive for a while.
   1. I will present prompts for each week in the powerpoint and you can also respond to discussion prompts at the end of the chapter in the textbook.
   2. Please put the prompt in bold at the top of your post so I know what you are responding to ☺
2. **Exams:** There will be two exams. The first will be a mid-term that will be submitted on Blackboard. The second will be a final that will also be submitted on blackboard. The final exam will focus mostly on the second half of the semester, but will be cumulative. Each will be worth 100 points.

**PERCENT OF FINAL GRADE**

Exams (200 points, 100 points each): 38%

Applied Assignments (200 points, 100 points each): 38%

Participation/Discussion posts (120 points): 24%

**LETTER GRADE**: Based on the percentages that you receive on your exams and project deliverables, your final letter grade will be calculated using the following:

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| --- | --- | --- | --- |
| 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% |  |

**EXTRA CREDIT:** You may earn 3 percent of extra credit (added to your final grade) by participating in 3 hours of research experiments. You can sign up for the research studies through the SONA system. Please choose only those studies that pertain broadly to topics related to social psychology. You may ask me if a particular topic fits. Other extra credit opportunities may be provided throughout the semester. You must assign the research credit to this course in order to receive credit. Extra credit is equivalent to credits assigned to the study (e.g., a 1 credit study equates to 1 percent of extra credit).

**GRADING DISPUTES:** Grades will be posted on blackboard, and you will be notified when grades are up. Once grades are posted, you will have a week to contact me if you feel that your grade is incorrect. After that point, there will be no changes to the grades on blackboard.

**OFFICIAL COMMUNICATIONS VIA MASON EMAIL:** All primary contact in the course will be via email *and* Blackboard; thus, you are *required* to check your Mason email account regularly and to keep your mailbox maintained so that messages will not be rejected for being over quota.

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, and 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 email account, and are required to activate that account and check it regularly

**BLACKBOARD:** This is an ONLINE class and you MUST be familiar with blackboard. I will post the syllabus, lectures, assignments, discussion posts, resources, grades, and announcements on Blackboard. You MUST frequently check Blackboard because you will be responsible for the material posted. To use Blackboard you will need to go to <https://mymasonportal.gmu.edu>. Please become familiar and comfortable with using Blackboard since your assignments and exams will be submitted through here. The best browser to use is Firefox (free download- <http://www.mozilla.org/en-US/firefox/new/>) or Internet Explorer if you cannot use Firefox. Please do not use Google Chrome; there are compatibility issues when submitting assignments & exams. Also, recognize that blackboard has a MOBILE app for you to use on the go.

**HONOR CODE STATEMENT**

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously. When you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), please ask for guidance and clarification.

**STUDENTS WITH DISABILITIES**

If you are student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703- 993- 2474. All academic accommodations must be arranged through that office.

**Other Important Dates**

**Schedule of Classes:**

* Students are responsible for verifying their enrollment in this class.   
  Schedule adjustments should be made by the deadlines published in the Schedule of Classes
  + **1/30 last day to add/drop with no tuition penalty**
  + **2/13 last day to drop with a 33% tuition penalty**
  + **2/24 last day to drop with 67% tuition penalty**
* After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

**Additional Resources**

Association for Talent Development – [www.td.org](http://www.td.org) (formerly the American Society for Training and Development)

Academy of Human Resource Development – [www.ahrd.org](http://www.ahrd.org)

Society for Human Resource Management – [www.shrm.org](http://www.shrm.org)

Society for Industrial and Organizational Psychology – [www.siop.org](http://www.siop.org)

Academy of Management – [www.aom.org](http://www.aom.org)

International Society for Performance Improvement – [www.ispi.org](http://www.ispi.org)

**COURSE SCHEDULE:**

The final due dates for your posts are in red (always on WEDNESDAY) and the due dates for your comment on group member posts are always on THURSDAY. The posts and comments will always be due by **11:59 PM** of that day. Students have the option to write 2 original posts if they prefer.

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| **Assignments** | **Topic/Readings** | **Dates** |
| **Introductions** | Discussion Post introducing yourself to group members. Comment on another group member’s post. Must complete | Due on August 28th |
| **Chapter 1:** Introduction | Discussion Post | Due by 11:59pm on August 29 / *Aug 30* |
| **Chapter 2:** Methods & History | Discussion Post | Due by 11:59pm on Sept 5/ *Sept 6* |
| **Chapter 3:** Gender Role Attitudes | Discussion Post | Due by 11:59pm on Sept 12/*Sept 13* |
| **Chapter 4** Sex-Related Comparisons: Observations | Discussion Post | Due by 11:59pm on Sept 19/*Sept 20* |
| **Gender bias perpetuated in the media** | **Project** | Due by 11:59pm on Sept 30 |
| **Chapter 5** Sex-Related Comparisons: Theory | Discussion Post | Due by 11:59pm on Sept 26/*Sept 27* |
| **Chapter 6:** Achievement | Discussion Post | Due by 11:59 on Oct 3 /*Oct 4* |
| **Midterm** | **Midterm due ch. 1-6** | **Due by 11:59pm on Oct 15** |
| **Chapter 7**: Communication | Discussion Post | Due by 11:59pm on Oct 10/*Oct 11* |
| **Chapter 8**: Friendship | Discussion Post | Due by 11:59pm on Oct 24/*Oct 25* |
| **Chapter 9**: Romantic Relationships | Discussion Post | Due by 11:59pm on Oct 31/*Nov 1* |
| **Chapter 10:** Sex Differences in Health: Evidence & Expectations | Discussion Post | Due by 11:59pm on Nov 7/*Nov 8* |
| **Chapter 11:** Relationships and Health | Discussion Post | Due by 11:59pm on Nov 14/*Nov 15* |
| **Chapter 12:** Paid Worker Role and Health | Discussion Post | Due by 11:59pm on Nov 28*Nov 29* |
| **Gender atypicality** | **Project** | **Due by 11:59pm on December 2** |
| **Chapter 13:** Mental Health | Discussion Post | Due by 11:59pm on Dec 5/ *Dec 6* |
| **Final** | **Final due ch. 7-13** | **Due by 11:59pm on Dec 17** |