A close up of a sign

Description automatically generated**Psychology of Gender**

George Mason University

Syllabus is subject to change. This document was last revised on December 19, 2022

PSYC 362 – DL1 (3 Credits)

Asynchronous/Online via Blackboard

Spring 2023

\*Please note that date/times in this course refer to Easter Standard Time (EST)

Instructor Information

Instructor: Jerry L. Mize, M.A., MEd, NCC Email: [jmize2@gmu.edu](mailto:jmize2@gmu.edu) Pronouns: He/Him/His

What you can call me: “Professor Mize” or “Mr. Mize” Linktr.ee: [@JerryLMize](http://www.linktr.ee/jerrylmize)

Office Hours: Wednesdays 1pm – 3pm ET, or by appointment.

*\*\*\*All office hours are held via Zoom (link is in BlackBoard).*

*It is my belief that learning comes not just through rote memorization of terminology and concepts, but also through the development of insight through personal reflection and discussion. It is my hope and goal that students walk away with both the content knowledge of the course material and renewed insight of themselves brought on through reflection and application of the course material. My job is to guide you, students of higher education, through the course material and provide you with the appropriate resources to be successful and meet these goals. Your job is to adequately use these resources. I encourage a respectful, open dialogue between instructor and students, so please do not hesitate to consult me.*

Textbook Requirement

The following textbook is required to be successful. You may rent or purchase an E-Book or Physical Copy

[Bosson, J. K., Buckner, C. E., & Vandello, J. A. (2022). *The Psychology of Sex and Gender*. (2nd Edition). SAGE Publishing.](mailto:https://us.sagepub.com/en-us/nam/the-psychology-of-sex-and-gender/book269885#description)

* **Paperback ISBN:** 9781544393995

Course Description and Objectives

*University Catalogue’s Recommended Prerequisite: PSYC 100, BIOL 103, and BIOL 104 (or permission of instructor). The current instructor believes one can be successful in this course if they have taken PSYC 100 or equivalent.*

The course covers a variety of topics including behavior and attitudes based on gender and sex, influence of chromosomes and hormones on behavior, influence of culture on gender and sex role differentiation, and theories of gender and sex role development. By the end of the course, students are expected to meet the following objectives:

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 nature and development of gender difference
3. Development of critical thinking and skill in evaluating gender both inside and outside the world outside of academia
4. Development of an intellectual tolerance and respect for other’s viewpoints.
5. Development of self-understanding and insight, appreciating that we need not to be constrained by traditional gender roles and stereotypes

*The course is offered fully online. Each student will have to take considerable responsibility for pacing their progress and learning the material. To succeed in this course, you will need to exert a lot of effort to keep yourself on a timeline that will allow you to complete material in a timely manner. More information can be found in the “Course Format and Technology” section.*

Grading and Assignments

Final grades are entered according to the following scale. Please, do not ask for extra credit.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 93 - 100% | 90 - 92% | 87 - 89% | 83 - 86% | 80 - 82% | 77 - 79% | 73% - 76% | 70 - 72% | 60 - 69% | < 60% |
| 930 - 100pts | 900 - 929pts | 870 – 899pts | 830 - 869pts | 800 - 829pts | 770-799pts | 730 - 769pts | 700 - 729pts | 600 – 699pts | < 600pts |

Final grades in the course will be determined based on student success of the following evaluations and assessments. Your grade is based on total points earned out of 1000 possible points.

|  |  |
| --- | --- |
| **Assignment Category** | **Total Points (Grade Percentage)** |
| Welcome Assignments | 10 Points (1%) |
| Quizzes | 140 Points (14%) |
| Discussions | 250 Points (25%) |
| Short Papers | 250 Points (25%) |
| Book Club | 350 Points (35%) |
| **Totals** | **= 1000 Points (100%)** |

***Welcome Assignments (10 points; 1%)***

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| --- | --- |
| **Welcome Assignments** | **10 Points (1%)** |
| Welcome Quiz | 5 |
| Introduction Discussion | 5 |

In order to properly orient you to the course and its requirements, and get to know your peers, you have two required assignments that do not focus on course material – located in the Welcome Folder. 1) An introduction discussion post that allows you to get familiar with a discussion forum that will be utilized at times during this course. Video posts are encouraged, but not required (no more than 5 min; no minimum requirement). 2) A welcome quiz, which shows you the quiz platform in the course and will demonstrate that you understand the general expectations of the course.

**You must complete these assignments by the due dates. Failure to complete these two assignments will forfeit your right to extra credit and rounding opportunities for this course.**

***Short Papers (250 points; 25%).***

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| **Short Papers** | **250 Points (25%)** |
| David Reimer Case Study | 50 |
| Sexual Fluidity and Orientation | 50 |
| Barriers in the Workplace | 50 |
| Applying Feminist Theory to Mental Health Treatment | 50 |
| Responsibility and Accountability | 50 |

One of my main objectives for this class is for you to leave with insights of yourself and the world that you may not have had before. To do this, I am requiring you to complete a variety of written assignments (or short papers) based on the course content. These assignments will consist of a variety of topic styles, such as advocacy, research, and reflections. A prompt is provided for you for each assignment to get you started. The goal of the prompt is to challenge your thinking on the topic, connect course material to your own experiences and insights, and, at times, reflect on any potential growth in yourself surrounding the topic.

All short papers are required to be submitted in APA format in accordance with the 7th Edition. Meaning they are in Times New Roman Font, Size 12pt text, have a page number, have 1-inch margins, and are double spaced. You will also be required to have a cover page (again in APA style) and a reference page when necessary (remember that cover and reference pages do not count toward a page minimum or maximum). No abstract is required. A helpful resource is Purdue Owl. The welcome folder also has useful resources, including an already formatted word document template. *Note. APA gives options for some things like the font style. I am* ***requiring*** *Times New Roman 12. Please adhere to what I have assigned if discrepancies arise. If you cannot find a clear distinction, please email me for clarification.*

Papers must be submitted either in a word (.doc or docx) or PDF file format. “Pages” files and other text programs are not always compatible with grading in the LMS and therefore will not be accepted. In addition, no emailed documents will be accepted. Please upload your completed paper to the LMS assignment submission forum by the due date. A rubric is available in the LMS for Written Assignments.

Note that these are NOT “reading checks.” Again, these prompts are designed to challenge you and are the most important assignment in this course. It is recommended that you work on it throughout the entire week it is assigned and make final edits and submit on the due date. Although you are able to submit as early as the beginning of the assigned week, I caution against this as you are then missing the point of the assignment regarding insight and you are not taking in the full, rich experience that this course has to offer.

***Discussion (250 points; 25%)***

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| **Discussions** | **250 Points (25%)** |
| Feminism and the Men’s Movements | 50 |
| Gender-Aschematic Parenting | 50 |
| Gender in Context | 50 |
| Non-Traditional Relationships | 50 |
| Health Care and Demographics Implications | 50 |

Students will complete discussions on topics as scheduled. Please read this section very carefully.

**Posting Discussions (Where/How):** In the BlackBoard course, you will navigate to the Discussion Board. You will see thread appear when there is a discussion assignment. You will reply to the thread’s prompt which facilitates your discussion and interactions with one another. Make sure you adhere to the Respect Policy. It is okay to disagree and still be respectful.

**Posting Discussions (Where/How):** In the BlackBoard course, you will navigate to the Discussion Board. You will see thread appear when there is a discussion assignment. You will reply to the thread’s prompt which facilitates your discussion and interactions with one another. Make sure you adhere to the Respect Policy. It is okay to disagree and still be respectful.

**Class Interaction (What):** Using the prompt and course material as your guide, you are to interact with one another and have a virtual class discussion within the thread. You are to respond first to the prompt that is given to you by me. This should be done with thought and substance. Video posts are welcomed! Although there is no official word count/video minimum requirement, posts are expected to be long enough to respond appropriately to the prompt (quality matters!) This original post is due by Thursday of its assigned week at 11:59pm. ***You are also required to respond to 4 peers.*** NO videos for peer responses!! Your responses should, again be thoughtful and respectful. Although there is no official word count requirement, replies that consist only of responses such as “You make an excellent point” or “Good example” do not demonstrate significant thought or effort on your part and will be graded accordingly. Again, the overall substance and depth of your overall interaction/posts will determine your grade (see rubric). Social moments, tangents, and use of supporting sources are welcome if relevant. See below for due date explanation and look at the uploaded rubric for additional details.

Posts and responses should be grammatically correct, and without spelling errors. I recommend that you compose first in a word- processor so that you can check for grammar and spelling correctness, then copy and paste the post in the forum. Please, do not use fragments or abbreviations such as you use in text messages to friends. This is a college course, and you are expected to correspond as an educated adult.

Plagiarism (copying text and/or ideas from another source without proper citation and quotes or paraphrasing) is not tolerated. Posts that are reasonably believed to be plagiarized will be assigned a grade of 0 and considered an honor violation. If you think you need to include a citation, please do so and provide the reference. This goes for both the posts and responses. Note that the parenthetical citation cannot be included in your word count.

**Due Dates (When):** You should be starting your discussion as early as possible, especially if you want to get the full quality out of it. Your original posts are due on the Thursday of their assigned week and the peer responses are due Sunday of the assigned week.

*Note. Discussions are set so that you will not see any posts until you have posted something. Although late posts are not accepted, partial credit can still be awarded for doing the peer responses – which means you would have to post something.*

***Quizzes (140 points (14%)***

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| **Quizzes** | **140 Points (14%)** |
| Quiz 1 (Foundations) | 20 |
| Quiz 2 (Becoming Gendered) | 20 |
| Quiz 3 (Stereotypes, Discrimination, and Power) | 20 |
| Quiz 4 (Cognition, Emotion, and Communication) | 20 |
| Quiz 5 (Sexuality, Relationships, and Work) | 20 |
| Quiz 6 (Health and Wellbeing) | 20 |
| Quiz 7 (Past, Present, and Future) | 20 |

Students are assigned a quiz each week covering the course material. Quizzes are designed to test your knowledge and understanding of key points in the readings, lectures, and other assigned supplements. Each quiz will largely focus on the content of its respective week, but it is possible you will see some questions from previous topics that you have already learned in the course. Quizzes are available on their assigned weeks and close at 11:59pm on Sunday of that week. You are welcome to use any resources during the quiz, but you MAY NOT use other individuals, notes/resources that belong to other individuals, the internet, or electronics beyond accessing the quiz. Therefore, you should be taking and writing your own notes by hand if you wish to use them during the quiz. **The sharing of quiz content in any form is unacceptable. This includes but is not limited, verbal discussion, screen shots (unless sending me a technology issue), copying/pasting questions, posting them to platforms such as Quizlet (that one is copyright infringement), etc. Partaking in this practice counts as an honor violation and will be dealt with accordingly even if discovered after the fact.** Finally, the quizzes are timed with a maximum time of 60 minutes and can only be completed in one sitting. Once you start you may not stop and come back later.

***Book Club (350 points; 35%)***

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| --- | --- |
| **Book Club** | **350 Points (35%)** |
| Progress Report | 100 |
| Final Reflection | 250 |

I’ll start by saying, “Yes! Listening to an audiobook version is perfectly acceptable!” Each semester, I choose 5 books for students to choose from for this assignment. You will self-enroll in a group corresponding of your book choice on a first come, first service basis and read the respective book – which is on a mental health topic. The groups do have maximums. Please wait until the until you have successfully enrolled in a group before purchasing your book. If you do not enroll in your group in time, your instructor will assign you at their discretion and you will be expected to read that book.

Book Options for the Spring 2022 Semester:

1. *The Gendered Brain: The New Neuroscience that Shatters the Myth of the Female Brain* by Gina Rippon
2. *Shrill* by Lindy West
3. *Queering Families* by Carla A. Pfeffer
4. *Fairest: A Memoir* by Meredith Talusan
5. *The Power* Naomi Alderman

You and your group members are required to ***meet 3 times across the semester to discuss your books*** – One of these meetings must occur before the progress report assignment is due (see below). Your progress report and final reflection must demonstrate that the meetings took place. How you and your group meet (e.g., zoom, phone call, g-chat, BlackBoard Collaborate etc.) is at your discretion.

I know “group work” can be daunting and frustrating. Truly, I do. However, this is an important process in this course. Note that your deliverable is NOT a group submission, only your means of discussion is a group. Also remember that a “meeting” doesn’t have to be a traditional meeting. It is important (and required) for online courses to have a level of engagement. So, rather than just discussion posts every week, we mix it up with this. I hope this helps ease your worries. 😊

Book Club Deliverables:

1. Progress Report (100pts): You will submit this around halfway through the course. By this point you should have read almost half of your book and had 1 meeting with your group members. You will submit a progress report (1 – 2 pages) summarizing your meeting discussion, what you have learned thus far, and connect your book with course material that has been covered thus far. Specific prompt questions are given. Everyone should submit their own individual paper. This is NOT a group submission.
2. Final Book Club Reflection (250pts): At the end of the course, you will submit reflection (4 – 6 pages) on your book club experience and overall all grasp of the course material. By this point you should have finished reading your book and had all 3 meetings with your group. Specific prompt questions are given, but your paper will synthesize take-aways from your book, your group discussions, make connections with the course material, and discuss relevant societal implications. At least 3 peer-reviewed scholarly sources will be required in this assignment (this does NOT include your book or the course textbook). Citations are not required when referring to your own book (unless giving a quote; does not count toward your requirement) or lecture material.

Note. I try to select books so that students can feel seen and find something for them in this assignment. However, narrowing down to 5 books and the fact that I am only one person with not a full perspective of all worldviews, makes this extremely difficult. In fact, it is impossible. If you have a suggestion for my future semesters, please send me an email. Your suggestion cannot merely be a self-help book – to an extent.

***\*\*\*EXTRA CREDIT Opportunities***

It is absolutely possible to get a 105% in this course. You have two methods to earn extra credit with a total of 5 opportunities. Remember these are **optional** extra credit assignments. There is no penalty for not completing these submissions. I want you to prioritize the required materials but think this is another way to a) get you extra points and b) see how the course material goes beyond the classroom. Please note that your points may not be awarded until the end of the semester, but know I am looking at them. J

* ***OPTION 1: Open Forums via Zoom***

There are three opportunities to participate in a live discussion with your instructor and peers about course material. To receive credit, you must both attend AND participate. Extra credit up to 10 points (1%) for each attendance and participation can be added to your final grade at the end of the semester. This credit will be based on both your attendance AND level of participation in the discussion. Determination of credit based on participation is at my discretion.

Specific dates and times are pre-determined. Remember that this is extra credit and there are other extra credit opportunities. Students are required to pre-register for this zoom event using the link in BlackBoard. Through this pre-registration, students will receive the zoom link for the meeting.

* ***OPTION 2: Coursework in the News***

You have the opportunity to earn up to three extra credit points to your FINAL GRADE in this course. ***For the value of 1pt per submission, nor more than 3 submissions***, you must submit a recent incident of course material being in the news along with a short reflection of its relevance. Each submission must meet the following criteria:

* **Source:** A link to a news article that is relevant to the material presented in the course. The news article cannot be more than 21 days old from the time of your submission. I will check the posting date of the source. A valid link to the news article’s source MUST be given.
* **Reflection:** A reflection in the form of a video or a 500- to 1000- word submission. The reflection must explain the news article’s relevance and application to the course material.
* **Uniqueness:** Each submission must be unique in that it does not refer to the same specific topic. For example, in an Abnormal Psychology course, you can only post once on a topic surrounding schizophrenia. Your other submissions must be something else, such as anxiety, OCD, intellectual disability, etc. and are NOT a part of another course assignment. You also cannot plagiarize or use someone else’s submission (obviously).

Your submissions are turned in as a discussion post. In the discussion forum, you will see a thread titled “Coursework in the News \*\*\*Extra Credit.” Please create a new thread for each of your submissions and include your reflection and the link. You are also encouraged to look at other individual’s posts and reply (feel free to check and have a discussion!).

All submissions MUST be submitted between the official first and official last day of class. Submissions posted before the official start date and/or after the official last day of class will not be counted. Note that this means you cannot post during the “Exam Period” of the semester.

Course Format and Technology Requirements

This course if fully online, meaning there are no physically required face-to-face encounters. Your Learning Management System (LMS), BlackBoard, serves as your “Classroom” for this course. It is in BlackBoard that you will have access to your course materials, with the exception of your textbook which is purchased separately. Please read through this section carefully as it details the technology requirements of the course. The schedule at the end of the syllabus will detail the week-to-week breakdown of the semester.

***Hardware***

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to <http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=6233> to see recommendations.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

***Software***

This course uses Blackboard as the learning management system (LMS). You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](http://mymason.gmu.edu). (See [supported browsers and operating systems](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11).) You will certainly need plugins that will allow you to stream videos through Kaltura and YouTube. You will also need PowerPoint and Acrobat reader.

It is possible that course materials may need additional software such as [Flash](http://get.adobe.com/flashplayer/), [Java](http://www.java.com/en/download/), and [Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player), [QuickTime](http://support.apple.com/downloads/#quicktime) and/or [Real Media Player](http://www.real.com/realplayer/search). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](http://antivirus.gmu.edu/).

You also need to download and install [Zoom](https://its.gmu.edu/service/zoom/) as this is how you will meet with your instructor for office hours and appointments. It is available to students for free through your GMU credentials.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course and Institution Policies

***Syllabus***

Every effort will be made to adhere to the announced course schedule and stated policies. However, the professor reserves the right to make necessary changes to accommodate unforeseen circumstances. Students will be notified of changes as they occur. Do not ask me questions that are easily answered in the syllabus. I will find this frustrating. If you ask me such questions, I will politely ask you to refer to the syllabus. Of course, if you are seeing a discrepancy between the syllabus and something else that I have said or posted, you are welcome to bring that to my attention. Please refer to the following comic for examples.

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***Respect Policy***

I encourage everyone to share thoughts and ask questions throughout the class. Disagreement is completely acceptable when engaging in discussions with both the instructor and your classmates. However, as you make comments and ask questions, please be mindful of other’s potential situations and respectful of their beliefs/values/choices. I challenge everyone to keep in mind both their hardships and privilege and practice perspective taking when reflecting and engaging in discussions. Discriminatory or hateful comments will not be tolerated. Failure to comply with this policy may result in a significant grade penalty or other actions as deemed appropriate.

***Office Hours***

Scheduled office hours (see the first page of the syllabus) are for students to talk with the instructor about the course without an appointment. My office hours are via zoom during the schedule time. All students are encouraged to utilize office hours for course related meetings. If you cannot make office hours, feel free to email the instructor for an appointment. Please note that when you come to office hours, you will automatically appear in zoom’s “waiting room” until I let you into the meeting. If I am with another student, you will be let in once it is your turn (think of it as waiting in the hallway for your turn). If I feel it will be a significantly long wait, I will try to let you in to inform you of how long the wait may be.

***Late/Missing Work Policy***

While work is due on the date and time indicated in the syllabus and learning management system, the instructor recognizes that circumstances arise that warrant flexibility, though at the instructor’s discretion. The student is highly encouraged to reach out to the instructor BEFORE the assignment due date if at all possible. However, if this is not possible, it is the student’s responsibility to inform the instructor of extension or late submission requests no later than 3 business days after the due date. After this date, it is unlikely that the request will be acknowledged. Please note that the instructor reserves the right to hold the student accountable and remain with the respective assignment’s default policy on late and missing work. Work that involves other students or exams, if applicable for this course, are more likely to require greater extenuating circumstances. In addition, if the instructor notices a pattern, further accommodations, other than those granted by the University DS office of course, will not be granted. Remember that communication is key. Note that some assignments have their own additional parameters with this policy.

***Email***

Email is the best way to get in contact with me. Official Communications via GMU Email: 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 email account and are required to activate that account and check it regularly. Please be patient as you await a response (usually within 1 business day). Make sure to include a subject line in your email mentioning your course/section. (e.g., PSYC 200 – 001) and sign your first and last name. Please be professional in your emails. Emails written in “text-speak,” disrespectful tone, or inappropriate interactions will not be tolerated. In such events, I will kindly ask you to review and attempt to send your email again in a professional manner before I answer your question.

***Trigger Warning***

Some topics in the field of psychology can facilitate undesired emotions or feelings. This could include, but is not limited to, anxiety, sadness, discomfort, or symptoms of post-traumatic stress. Be sure that you have looked over the course objectives, topics, and schedule to make sure you understand what information this course covers and consider how it may or may not affect you. Students should be mindful of themselves and their experiences when navigating through the course topics and be sure they are practicing self-care and utilizing necessary resources, such as reaching out to a mental health professional, when needed.

***Course Withdrawal Policy***

The course calendar details dates that correspond with add/drop and the institution withdrawal periods. Students should also check the campus academic calendar for the most up-to-date information.

***Cancelation Policy***

Barring a major disruption of Blackboard, the virtual classroom will not be canceled, and all assignments are due as stated in the syllabus unless the instructor has sent an email/announcement. University holidays will not affect our schedule given that you can work within the timeline provided and adjust the pace as you see fit. Inclement weather will not be a factor in regard to course progression.

***LMS Policy and Grading***

The Learning Management System (LMS) used at this institution is BlackBoard. It is expected that you check the LMS regularly for possible announcements, the most up-too-date documents, and to see your grades on individual assignments. The instructor will make an effort to post individual grades. However, note that the LMS gradebook may not always be completely accurate/up to date. Students are encouraged to calculate their grades on their own or contact the instructor if they are uncertain of its accuracy. It is the student’s responsibility to contact the instructor if they notice an error in the LMS gradebook.

In the event that assignments require students to challenge their thoughts and consider positions and viewpoints that may be different from that of the instructor’s, students should not feel discouraged in offending the instructor for simply having a differing viewpoint, as this will not influence grading. Grading will always be based on the quality of the content, supporting evidence when necessary, and the alignment of the submission with the assignment’s requirements. However, adherence to the respect policy is ALWAYS required.

*BlackBoard Login.* Online materials for this class can be accessed through Blackboard. You must check our course webpage frequently for course content, assignments, and discussions. Blackboard can also serve as your access to the LaunchPad site. This course is 100% online. Access to [MyMason](http://mymason.gmu.edu) and GMU email are required to participate successfully in this course. Check [the IT Support Center](http://itservices.gmu.edu/) website. Navigate to [the Student Support page](https://coursessupport.gmu.edu/Students/) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

***Letters of Recommendation***

I am happy to write letters of recommendation if I feel that I can provide a strong endorsement. The following bullets are what I require in order to write a letter for someone, however meeting these criteria does not guarantee that I will be able to write a reference. One of the following must apply to you:

* + You have taken at least two courses with me and received a B or higher in both, an A is highly recommended.
  + You have taken one course with me, receiving a B or higher (an A is recommended) AND you have worked with me in some capacity outside of the course.
* Please send a resumé/CV and a statement of goals (an early draft of your personal statement will do).
* I may request a meeting with you before committing to the letter.
* I may ask for other materials to help inform my endorsement.

Please know that if I do not feel I can commit the time, or feel that I cannot provide a strong reference, I will have to respectfully decline even if the criteria listed apply to you. Please note that my rejecting to be a reference does NOT imply I do not think you can be successful in your endeavor. Rather, I do not want to write a weaker letter that could hurt your application. All materials and requests **MUST** be sent to me no later than **4 weeks before the deadline.**:

***Honor Code***

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: <http://mason.gmu.edu/~montecin/plagiarism.htm>. All violations of the Honor Code will be reported to the Office of Academic Integrity. Students are encouraged to study together as much as possible throughout the course, however, no assistance, sharing of information, or discussion of exam items or answers between students may take place. For all work, the name that appears on the paper must be the author. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is that of the students. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation. Additionally, students may not reproduce (including uploading to the Internet) any portion of the exam. Students who attempt to photograph or in any way capture information about the exam or other graded materials for others’ use will be reported for an honor violation.

Sharing and Dissemination of Materials:

*The sharing of course and assignment content in any form is unacceptable. This includes but is not limited, verbal discussion, screen shots (unless sending your instructor for a technology issue), copying/pasting questions, posting materials to platforms such as Quizlet, CourseHero, or other forums (that one is copyright infringement), etc. Partaking in this practice counts as an honor violation and will be dealt with accordingly even if discovered after the fact.*

***Students with Disabilities***

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474”

*In this course, videos for lecture and instruction are provided.  Any video provided for the purpose of required instruction by the course instructor has been captioned by GMU.  Transcripts of the audio were also created but are not uploaded.  However, they are available upon request for those with a documented accommodation according to the Office of Disability Services at GMU.*

***Student Privacy and Additional Resources***

Information about Student Privacy and Student Rights under FERPA can be found at: <http://registrar.gmu.edu/ferpa/>

A variety of student services are available:

* Distance Education Services, University Libraries (<http://library.gmu.edu/distance>)
* Writing Center (<http://writingcenter.gmu.edu/>)
* Learning Services (<https://learningservices.gmu.edu>)
* Counseling and Psychological Services (<http://caps.gmu.edu/>)

***University Counseling Services***

Life is stressful and we all need a little support sometimes. Students are encouraged to contact Counseling & Psychological Services (3129 Student Union Building I, <http://caps.gmu.edu/>) at 993-2380 for assistance with any kind of psychological/life problem or crisis.

***Cultural/Religious Holidays***

Students may receive accommodations within reason and at the discretion of the instructor on an individual basis for observing religious and cultural holidays of special importance and the activities of said observation interferes with completing a course assignment on time. Accommodations could include extensions, make-ups, or early takes – again, this is at the sole discretion of the instructor. Please note that this only applies to activities that are for celebrating and observing the holiday that span across a significant amount of time, not simply a family meal that takes a few hours. The following link will take you to GMUs religious holiday calendar (<https://ulife.gmu.edu/religious-holiday-calendar/>). **If a student wishes to invoke this accommodation**, they must submit a request to the instructor that includes the relevant date(s), the holiday and its description, how it will interfere with coursework, and why time management to get work done early is not feasible. Students must inform the instructor of their intent to observe the holiday in writing by 11:59pm on the date noted in the course calendar. No late requests will be considered. More information may be requested by the instructor in making the decision, which will be determined on a case-by-case basis. If a student is discovered to be abusing this policy such as discussing a test that was taking early or being untruthful about their observance, they will receive a significant grade deduction and disciplinary action as deemed appropriate. Such behavior is not only disrespectful to your peers and me, but also to every person who observes the holiday in which you are trying to use.

*\*\*By being enrolled in this class, you understand that you are agreeing to adhere to the policies and actions required of you by both me and the institution. You are agreeing to the content and regulations of the most recent student/institution handbook. If you feel this will be difficult, you are welcome to drop the class.*

Course Calendar

Here you will find the tentative schedule for the semester and other important dates. You should be familiar with this information to complete your assignments on time and be successful. As a reminder, original discussion posts are due Thursdays, while discussion responses, quizzes, and short papers are due Sundays. Farewell assignments are listed below. Please see assignment details and information on the LMS for specifics.

Symbol Legend:

(W) = Welcome Assignment; (D) = Discussion; (Q) = Quiz; (S) = Short Papers; (B) = Book Club Assignment

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| **Wave 1 (Weeks 1 – 5)** | **Topic** | **Deliverables** |
| Week 1 (1/23 – 1/29) | Foundations: Introducing and Studying Sex and Gender | (W)Welcome Quiz; (W)Intro Discussion; (D)Feminism and the Men’s Movement; (Q) Quiz 1 |
| Week 2 (1/30 – 2/5) | Nature and Nurture of Sex and Gender | (B)Book Club Selection; (S)David Reimer Case Study |
| Week 3 (2/6 – 2/12) | Gender Development | (D)Gender Aschematic Parenting; (Q)Quiz 2 |
| Week 4 (2/13 – 2/19) | Stereotypes, Discrimination, and Power | (D)Gender in Context; (Q)Quiz 3 |
| Week 5 (2/20 – 2/26) | Optional Open Forum Opportunity (***zoom***) | Nothing is due this module |

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| **Wave 2 (Weeks 6 – 10)** | **Topic** | **Deliverables** |
| Week 6 (2/27 – 3/5) | Cognition, Emotion, and Communication | (Q)Quiz 4 |
| Week 7 (3/6 – 3/12) | Sexuality | (S)Sexual Fluidity and Orientation; (B)Book Club Progress Report |
| Week 8 (3/20 – 3/26) | Interpersonal Relationships | (D)Non-Traditional Relationships |
| Week 9 (3/27 – 4/2) | Work and Home | (S)Barriers in the Work Place |
| Week 10 (4/3 – 4/9) | Optional Open Forum Opportunity (***zoom***) | Nothing is due this module |

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| **Wave 3 (Weeks 11 – 15)** | **Topic** | **Deliverables** |
| Week 11 (4/10 – 4/16) | Physical Health | (D)Health Care and Demographic Implications; (Q)Quiz 5 |
| Week 12 (4/17 – 4/23) | Psychological Health | (S)Applying Feminist Theory to Mental Health |
| Week 13 (4/24 – 4/30) | Aggression and Violence | (S)Responsibility and Accountability; (Q)Quiz 6 |
| Week 14 (5/1 – 5/7) | Gender in the Past, Present, and Future | (Q)Quiz 7 |
| Week 15 (5/8 – 5/14) | Optional Open Forum Opportunity (***zoom***) | (B)Book Club Final Reflection |

**Important Dates during for the Semester:**

1/23: First Day of Classes; 1/30: Last day to inform instructor about religious holidays; 1/30: Last Day to Add Classes; 2/14 – 2/27: Unrestricted Withdrawal Period; 2/28 – 4/3: Selective Withdrawal Period; 3/13 – 3/19 – Spring Break (No classes); 5/6: Last Class Day for University; 5/10 – 5/17: Exam Period

[Please utilize the institution’s Academic Calendars for the most up-to-date information on withdrawal dates.](https://registrar.gmu.edu/calendars)