

Psychology of Gender
PSYC 305
Fall 2020

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Welcome

*Welcome to PSYC 305 Psychology of Gender. This course is conducted **entirely online**, which means you do not have to be on campus to complete any portion of it. I will work very hard to help you feel connected to your colleagues, even though you may never actually meet in person! This online course will require you to carefully organize your time and your work to avoid getting behind. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. I will do all I can to assist you with this, but the responsibility is ultimately yours! Be sure to contact me immediately with any concerns about the course or your progress through it.*

COURSE DESCRIPTION & OBJECTIVES

After taking this course, students should be able to understand, identify and describe the following concepts:

- The significance of gender
- The biological/sociological foundations of gender
- How gender relates to cognition
- Theories on gender development and gender stereotypes
- How emotions and relationships are influenced by gender
- The impact of gender on physical and mental health

REQUIRED READINGS

Brannon, L. (2017). *Gender: Psychological Perspectives* (8th ed.). Boston: Allyn and Bacon.

Blackboard: You will participate in the course using SIUE's course management system called Blackboard that can be found at <https://bb.siue.edu>. You will need your SIUE e-id to access Blackboard. If you do not have an eid, you can find out how to sign up for one at https://www.siue.edu/its/fac_staff/account-eid.shtml. If you have questions about using Blackboard tools, you can get answers within the course by clicking on "Help," at the top of the page and entering the name of the tool in the search criteria field. You can also check the ITS Student Resources at <http://www.siue.edu/its/bb/>. More information about using Blackboard is provided in the Course Policies and Procedures section of this syllabus.

If you have problems with Blackboard, please contact ITS at SIUE. 618-650-5500 or help@siue.edu

Computer: in order to participate in this course you will need access to a reliable and recent (within the last 5 years) computer with high speed internet access. Additionally you will need access to Adobe Reader and Microsoft Office 2000 or better (Word, PowerPoint, Excel)

Note: All documents on the BB site are created in Microsoft Office. If you have difficulties opening these documents, please let me know. Additionally SIUE offers students free access to Office 365 <https://www.siue.edu/its/office365/signin.shtml>

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy I mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer

You need experience:

- creating documents in Microsoft Word and uploading files to the computer in cases where papers need to be turned in via Blackboard Assignment in the online course
- opening and replying to eMail messages both electronic email and messages (within the course).
- students must have a university email address and check it regularly.

moving between multiple internet windows, so you can open the learning module, move to the discussion board and the journal; then, go back to the learning module with no problem.

COURSE WORK

Quizzes

Quizzes will be given throughout the course, and are listed on the schedule below. They will normally be available for a period of 48 hours, so you should respond promptly once they are posted. Quizzes will be posted at 8am the day they are listed on the schedule and can cover any and all of the material due for that chapter (lecture models and readings). The purpose of the quizzes is to help you pull information from readings, lectures, and other course experiences together and present your understandings to the instructor.

Mid-Term and Final Exam

There will be two exams each worth 80 points. The mid-term will cover chapters 1-7 the final exam will cover chapters 8-14. The majority of the questions will be multiple choice, but there will also be short answer questions as well.

Papers

There will be three papers due in this course. Each paper will involve an activity and then a written response to the activity. The activities involve watching video clips, taking a measure relevant to psychology of gender, or an additional reading. After completing the activity, you will write about your response and answer further prompt questions. Make sure to turn papers in on time, otherwise 20% of the total available points will be subtracted for each day that a paper is late.

Discussion Board Posts

The online content of this course requires students to participate in discussion board activities throughout the course. As in traditional class discussions, student discussions should be conducted in a respectful, courteous manner. Failure to conduct oneself in a respectful manner in the discussion forums will adversely affect your grade.

Discussion postings require application of the session's reading to the discussion prompt, and work in dialogue fashion. Your first post for each session should respond to the session prompt. Subsequent postings should address and respond to the comments of your colleagues. For each discussion question, you are expected to post **at least one Parent Post** that answers the question(s) raised in each forum. You are also expected to **post at least two messages** in each forum that responds to postings of another classmate by expanding on or questioning his or her comments. Each discussion prompt will be "live" for 48 hours after it posts. Discussion questions will post at 8am the day they are listed on the course schedule. Note: you will not be able to see any other student's posts until you post your original parent post to the discussion question.

Grade Calculation:

14 Quizzes (10 points each)	=	140 points
Mid-term exam	=	80
Final Exam	=	80
3 papers with activities (50 points each)	=	150 points
<u>6 Discussion Boards (20 points each)</u>	=	<u>120 points</u>
TOTAL	=	570 points

Please note: All of your grades will be recorded in terms of points (570 possible). Your grade will be assigned based upon a 90% (A), 80% (B), etc., grading system. There will be no curving in this course, and there will be no rounding of points.

Missed Quizzes or Discussions

You may miss up to two quizzes and/or discussion assignments during the semester for any reason and replace the missing grade with a research article summary (2 pages double spaced). Details regarding the expectations and articles available for review will be posted on Blackboard. Summaries need to be clearly labeled regarding what assignment (Quiz 3, Discussion 4, etc.) they are meant to replace and are due before the final exam.

The Psychology Department's Policy on Incomplete Grades: It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

TENTATIVE SCHEDULE

Date	Topic	Readings	Assignments
Tue., Aug. 25	Intro to classmates, the class, and the technology	Chapter 1	
Thu., Aug. 27	Intro to Psychology Of Gender	Chapter 1	Quiz 1 Due Introduction Discussion Due
Tue., Sep. 1	Research on Sex and Gender Part 1	Chapter 2	
Thu., Sep. 3	Research on Sex and Gender Part 2	Chapter 2	Quiz 2 Due
Tue., Sep. 8	Sex and Chromosomes Part 1	Chapter 4	Discussion 1 Due
Thu., Sep. 10	Sex and Chromosomes Part 2	Chapter 4	Quiz 3 Due
Tue., Sep. 15	Theories of Gender Development Part 1	Chapter 5	Writing Assignment 1 Due
Thu., Sep. 17	Theories of Gender Development Part 2	Chapter 5	Quiz 4 Due
Tue., Sep. 22	Intelligence and Cognitive Abilities Part 1	Chapter 7	
Thu., Sep. 24	Intelligence and Cognitive Abilities Part 2	Chapter 7	Quiz5 Due
Tue., Sep. 29	Gender Development Part 1	Chapter 6	Discussion 2 Due
Thu., Oct. 1	Gender Development Part 2	Chapter 6	Quiz 6 Due
Tue., Oct. 6	Stereotypes Part 1	Chapter 3	Discussion 3 Due
Thu., Oct. 8	Stereotypes Part 2	Chapter 3	Quiz 7 Due
Tue., Oct. 13	Midterm Exam		Midterm Due
Thu., Oct. 15	Emotions & Friendships Part 1	Chapter 8	
Tue., Oct. 20	Emotions & Friendships Part 2	Chapter 8	Quiz 8
Thu., Oct. 22	Relationships Part 1	Chapter 9	Writing Assignment 2 Due

Tue., Oct. 27	Relationships Part 2	Chapter 9	Quiz 9
Thu., Oct. 29	Researching Sexuality Part 1	Chapter 10	Discussion 4 Due
Tue., Nov. 3	Election Day- No Assignments		
Thu., Nov. 5	Researching Sexuality Part 2	Chapter 10	Quiz 10
Tue., Nov. 10	Gender Issues at School Part1	Chapter 11	Discussion 5 Due
Thu., Nov. 12	Gender Issues at School Part 2	Chapter 11	Quiz 11
Tue., Nov. 17	Health and Fitness Part 1	Chapter 13	Writing Assignment 3 Due
Thu., Nov. 19	Health and Fitness Part 2	Chapter 13	Quiz 12
Tue., Nov. 24	Thanksgiving Break		
Thu., Nov. 26	Thanksgiving Break		
Tue., Dec. 1	Careers and Work Part 1	Chapter 12	
Thu., Dec. 3	Careers and Work Part 2	Chapter 12	Quiz 13
Tue., Dec. 8	Stress, Coping, and Psychopathology Part 1	Chapter 14	Discussion 6 Due
Thu., Dec. 10	Stress, Coping, and Psychopathology Part 2	Chapter 14	Quiz 14
Tue., Dec. 15	Final Exam		Final Exam Due

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability,

marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

THE PSYCHOLOGY DEPARTMENT'S POLICY ON PLAGIARISM :

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

STATEMENT ON Access

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in "Safely Launching Academic Year 2020" released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.

- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs. Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

DISCUSSION GRADING RUBRIC

	Incomplete (0 points)	Unsatisfactory (2.5 points)	Satisfactory (3.5 points)	Excellent (5 points)
Initial Post	Post is missing, extremely unclear, or	Post shows little evidence of knowledge and understanding of	Post shows some evidence of knowledge and	Post shows strong evidence of knowledge and

	undeveloped	course unit content	understanding of course content	understanding of course content
Spelling, grammar, clarity, and tone	Post is missing, extremely unclear, or undeveloped	Post contains at least 2 of the following: -Incomplete sentences -grammar/spelling errors -poor organization /clarity -unfriendly or unprofessional tone.	Post contains one of the issues listed under Unsatisfactory	Post is clear, organized, in a positive/friendly tone, and free of grammar and spelling mistakes
Follow-Up Post 1	Post is missing, extremely unclear, or undeveloped	Post does not attempt to elicit responses and reflections from other students and/or responses does not build upon the ideas of other students to take the ideas deeper	Post attempts to elicit responses and reflections from other students and responses build upon the ideas of other students to take the discussion deeper	Post elicits responses and reflections from other learners and responses build upon and integrate multiple views from other students to take the discussion deeper
Follow-Up Post 2	Post is missing, extremely unclear, or undeveloped	Post does not attempt to elicit responses and reflections from other students and/or responses does not build upon the ideas of other students to take the ideas deeper	Post attempts to elicit responses and reflections from other students and responses build upon the ideas of other students to take the discussion deeper	Post elicits responses and reflections from other learners and responses build upon and integrate multiple views from other students to take the discussion deeper

Total points possible = 20; Students must satisfy the criteria in each “Excellent” category to earn a score of 20 on discussion posts.