



**Syllabus for PSYC 305  
Psychology of Gender and Sex  
Department of Psychology  
Spring 2024: 1/8- 3/1**

**Instructor:** Dr. Maggie Polk  
**Office:** AH 0129  
**Office Hours:** M/W 12-1  
*See BB for zoom link*

**Term:** Spring 2024  
**Class Location:** Online  
**Class Meeting time:** *asynchronous*  
**E-mail:** marpolk@siue.edu

**Course Description:** This course will introduce students to the psychological and cultural history of gender, changing sex roles, socialization, sexuality, issues related to mental health, stereotyping, cognition. This course will incorporate a lot of hot-topic discussions that will require active participation by students.

**Course Objectives:**

1. Examine sex and gender through the lens of psychological science, identify sources of bias, and distinguish between valid and invalid claims.
2. Understand the complexity of sex, gender, gender identity and sexual orientation, and analyze how biological and social forces interact in complex ways to shape sex and gender outcomes.
3. Demonstrate an awareness of how principles of the theories and concepts related to the aforementioned topic apply to everyday life.
4. Apply concepts and research findings to your own everyday experiences and real-world situations and events.
5. Understand the influence of psychological factors such as culture, socialization, and individual perception on gender and related topics.

**Textbook:**

Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2<sup>nd</sup> Edition). Sage.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

**Other course materials**

Additional readings may be assigned throughout the semester and will be posted to blackboard.

### **Communicating with the instructor:**

The most reliable way (and only way) to contact me is via e-mail. I respond to e-mails I receive during the week (M-F, 9-5 p.m.) within 24-48 hours. If you need to speak with me personally, I am easy to find during my office hours in my office. If you are unable to attend office hours due to a scheduling conflict, please contact me for an appointment.

### **E-Mail Guidelines:**

E-mail is a wonderful tool when used properly. Please follow these simple guidelines when e-mailing me, so that I can identify you as one of my students quickly and address your concern without having to write you back to say “Who are you and what class are you in??” (This happens, *often!*)

1. Include class info in your subject line (PSY 305 Sec D01)
2. ALWAYS sign your e-mail. Many of you have e-mail addresses that mask your identity.
3. Please treat your e-mails as professional communications. Please use proper grammar, spelling, and punctuation.

### **Communicating with YOU:**

I will send out many emails and announcements via Blackboard so it is your responsibility to check your SIUE email regularly, as well as Blackboard announcements.

## **Course Requirements and Policies**

Assignments and supplemental readings are posted in Blackboard throughout the semester and will be due online at the scheduled date and time. The dates of each assignment can be found on Blackboard and in your course calendar at the end of your syllabus. It is your responsibility to make sure that all assignments are completed and turned in on time. Work turned in after the scheduled date and time is considered late work.

### **Submitting Work**

All assignments will be submitted via Blackboard. No emailed assignments will be accepted.

### **Syllabus Quiz (10 points)**

All students will need to complete a syllabus quiz at the start of the semester. The syllabus quiz will be completed online through blackboard. You will have 10 minutes to take the quiz. Please check the course calendar for the date of the quiz.

### **Pre- and Post- Course Quizzes (0 points – opportunity to earn EC)**

There will be a pre-quiz at the beginning of the course that you can complete for extra credit. This quiz cannot hurt you and is meant to gauge your knowledge before starting this course. You can earn 2 bonus points if you take the pre-quiz, and can earn two more points if you take the quiz at the end of the course too. These quizzes cannot hurt you but are just meant to see what knowledge you have before and after taking this course. Please check course calendar for the dates of these quizzes.

**Course Activities (4 activities 25 points each; 100 points total):**

There will be four class activities conducted throughout the course to enhance your learning of course material. These activities are listed on your course calendar. Each activity will be worth 25 points, and have their own specific instructions listed in the assignment on Blackboard. There will also be a corresponding rubric to go along with each assignment too that you can find on Blackboard. No late assignments accepted.

**Online Discussion (15 threads; 10 points each; 150 points total):**

Although this class is online, there will be lots of different discussion opportunities as this class is formatted in a way to encourage discussion participation. As such, each week there will be **2 discussion threads each week** students are required to answer. The first thread will be the same every week – come up with a discussion question about something within that corresponding week’s chapter(s). You will read and watch the lecture videos, and as a result, you will be tasked with coming up with your own discussion question. This can be either something that stood out to you, something that you want to know more information about or something else that could spark discussion from that week. Your question or comment should be at least 50 words and spark conversation. You need to write more than something like “What is gender identity?” but rather ask a question or make a comment that could spark conversation. Then, you will need to respond to at least one person’s question/comment to receive full credit. Your reply post should be more than just “this surprised me too” but rather add to the thread either by answering the question or providing more explanation to their comment. Your question/comment will be worth 7 points and your reply post will be worth 3 points.

The second weekly discussion will be a question I ask you to respond to. Your initial response should be at least 100 words and incorporate information from the textbook and lecture videos to back up your response. In addition, you will need to have at least one reply post to another one of your classmates with the same expectations as for the first discussion post. 7 points for your initial post and 3 points for your reply post.

In Week 8 you will only have one discussion thread that I will pose the question for you. You will still only have to have one reply.

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during discussions. Especially in an online course where it can feel easy to hide behind a computer screen and say whatever you want, it is extra important that you treat all of your classmates with respect. We will discuss very sensitive topics and some people may have differing opinions than you. I want you to be open to what others have to say, even if it differs from what you believe. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that you adhere to the deadlines given below as you complete assignments, discussions, and other course activities.

Please follow the following guidelines when posting on discussion boards:

- Reflect before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- Communicate effectively.
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.

- Sign your name. Take responsibility for your comments in order to build a strong classroom community.
- Foster community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- Be constructive. Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- Keep the conversation on topic. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

*Extra credit: If you choose to reply to more than one classmate, you can earn extra credit. For each additional reply post, you can earn 1 extra credit point for a max of 3 points per thread.*  
*Introduction Discussion – If you answer and respond to at least 2 classmates, you can earn up to 5 points of EC in this discussion.*

### **Reaction Papers (4 x 25 points each; 100 points total):**

For each unit, I will provide an article that I want you to read and respond to. Each article will correspond to something we are learning about in that unit. Your goal with this paper is to react to what the paper is saying (i.e., what stood out to you about their results, what is something you wish they had done differently, etc.). You will find a reaction paper rubric/guideline sheet listed in Blackboard for more information. All articles will be found in Blackboard. Please also view the writing policy that is expected for this course.

**Unit Exams (2 x 75 points each; 150 points total):** There will be two exams in this course, each worth 75 points. These exams will be **90 minutes long** and be a mix of multiple choice, true/false and short-answer questions. All material from the book, article and lecture videos will be fair game for these exams. The exams are not cumulative. These exams will be open for 72 hours but once the exam is open, your timer begins. Your exam is open note and open book, but it is not open internet or group work. Failure to comply with these rules could result in serious consequences. These exams are ways for you to test your knowledge on what we have covered throughout this course.

**Final Project (200 points total):** In lieu of a final exam, you will complete a final project for this course. Please see the final project document on Blackboard for more information about this project.

## **Course Policies**

### **Course Questions**

It is natural for everyone to have questions and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. In order to facilitate personal responsibility, I ask that you follow the “rule of 3 then me” before asking a question. If your question is about the course requirements or some aspect of the course check in 3 places for the answer before you ask me. When you ask me, tell me where you have looked for the answer and explain your question. This

helps me understand the question so I can give you a better answer. If you do have a question, you can send me an email.

### **Technology**

This course will use Blackboard (<https://bb.siu.edu>) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

Zoom will be the primary way for you to meet with me so if you plan to meet with me, please make sure you have zoom downloaded.

Microsoft Office products will be the primary way for you to read course slides and submit course assignments. Please visit <https://www.siu.edu/its/office365/> to get your versions of Microsoft.

### **Academic integrity/plagiarism**

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is **explicitly prohibited** unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

### **Turnitin**

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin.

### **Grading**

<b><u>Assignment</u></b>	<b><u>Points Possible</u></b>
Syllabus Quiz	10
Course Activities (4)	100
Discussion Posts (15)	150
Reaction Papers (4)	100
Unit Exams (2)	150
Final Project	200
<b>Total Points Possible</b>	<b>710</b>

A letter grade of A, B, C, etc. will be assigned based on the following scale:

A = 90% or better (635 points or higher); B = 80-89% (564 points or higher); C = 70-79% (493 points or higher); D= 60-69% (422 points or higher); F = anything lower than 59% (421 points or lower)

**Final grades are not negotiable. I do NOT round up.** There will be opportunity to receive extra credit in this course, but it is your responsibility to work for it. If you are upset about a grade on an assignment, you need to set up a meeting with me to discuss that within a week of the published grade of the assignment. After that, I will not consider a grade dispute. ***I especially do not respond to end-of-semester e-mails that request unearned grade bumps.***

### **Grading rubric[s]**

Grading rubrics will be provided in Blackboard for assignments that the instructor utilizes one for grading purposes.

### **Late or Missed Assignments**

Any **written assignment** must be completed and submitted via Blackboard by their assigned time. **NO LATE WORK WILL BE ACCEPTED. Students are responsible for anticipating that technology can often fail and should be in communication with the instructor if necessary, PRIOR to the deadline.** Any assignments turned in via email past the time they are due will be considered late and not accepted. You are encouraged to confirm that your assignment has been received via blackboard. Please do not request to make up missed assignments.

### **APA Format in Written Work**

- Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.\*\*\***

- If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described below.
- Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/lss/writing/index.shtml>), which also provides workshops in APA style.

### **Department of Psychology Writing Policy**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;

- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 7<sup>th</sup> edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>).

If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

- **The penalty for unacceptable writing in this class is as follows: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.**

## **Technical Support**

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

## **University Policies**

### **Services for Students Needing Accommodations**

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 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### **Diversity and Inclusion**

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10).

### **Additional Support**

#### **Academic and Other Student Services**

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

#### **Cougar Care**

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling 618-650-2842.

### **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>.



### Course Calendar:

Units/Week/Dates	Topics/Readings <i>Note: All readings and videos for each unit will be available at the start of the two weeks. Each unit will open the weekend before it is set to begin. Below is a suggested break-down of how to split up topics.</i>	Due Sunday at 11:59 p.m.
<b>Unit 1: Week 1</b> <b>1/8-1/15</b>	Syllabus & Welcome Video Introduction to Sex & Gender (Ch. 1)	<b>1/16</b> <i>Syllabus Quiz - DUE THURS (1/11 11:59PM)</i> <i>Pre-quiz (E.C.) – DUE THURS (1/11 11:59PM)</i> <i>Course Activity 1</i> <i>Discussion 1 &amp; 2</i> <b>**Due to MLK holiday, your assignments will stay open until noon on Tuesday (1/16)</b>
<b>Unit 1: Week 2</b> <b>Exam Week</b> <b>1/16 – 1/21</b>	Studying Sex and Gender (Ch. 2) Nature and Nurture of Sex and Gender (Ch. 3) Read: Hill et al (2012) <i>Lipstick Effect</i> <i>Watch Videos</i>	<b>1/21</b> <i>Reaction Paper 1</i> <i>Discussion 3 &amp; 4</i>
<b>Unit 2: Week 3</b> <b>1/22-1/28</b>	Gender Development (Ch. 4) Gender Stereotypes (Ch. 5) <i>Watch Videos</i>	<b>1/28</b> <i>Course Activity 2</i> <i>Discussion 5 &amp; 6</i>
<b>Unit 2: Week 4</b> <b>Exam Week</b> <b>1/29-2/4</b>	Power, Sexism and Discrimination (Ch. 6) Cognitive Abilities and Aptitudes (Ch. 7) Read: Galvez, Tiffenberg & Atlszyler (2019) <i>Watch Videos</i>	<b>2/4</b> <i>Reaction Paper 2</i> <i>Discussion 7 &amp; 8</i> <b>Exam 1- Open Friday (2/2) at 12am, closes (2/4) at 11:59 p.m.</b>
<b>Unit 3: Week 5</b> <b>2/5-2/11</b>	Language, Communication and Emotion (Ch. 8) Sexual Orientation and Sexuality (Ch. 9) <i>Watch Videos</i>	<b>2/11</b> <i>Course Activity 3</i> <i>Discussion 9 &amp; 10</i>
<b>Unit 3: Week 6</b> <b>Exam Week</b> <b>2/12-2/18</b>	Interpersonal Relationships (Ch. 10) Work and Home (Ch. 11 <i>only pages 399-419</i> ) Read: Galperin (2010) Predictors of Falling in Love <i>Watch Videos</i>	<b>2/18</b> <i>Reaction Paper 3</i> <i>Discussion 11 &amp; 12</i>
<b>Unit 4: Week 7</b> <b>2/19-2/25</b>	Gender and Physical Health (Ch. 12) Gender and Psychological Health (Ch. 13)	<b>2/25</b> <i>Course Activity 4</i> <i>Discussion 13 &amp; 14</i> <b>Exam 2 – Open Friday (2/23) at 12am, closes (2/25) at 11:59 p.m.</b>
<b>Unit 4: Week 8</b> <b>Final Project</b> <b>Week</b> <b>2/26-3/1</b> <i>Note: due date will be Friday 3/1 AT NOON</i>	Read: Mclean & Anderson (2009) Gender Differences in Anxiety	<b>3/1</b> <i>Reaction Paper 4 – <u>due Wednesday 2/27!</u></i> <i>Discussion 15</i> <i>Post Quiz (E.C.)</i> <b>Final Project</b> <b>PLEASE NOTE THESE ASSIGNMENTS ARE DUE FRIDAY March 1 AT NOON (12 PM). NOT SUNDAY!</b>

### Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.