



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES **PSY 416: Psychology of Gender**

5 Credits
Effective: Fall 2016/2017

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This class examines the topic of gender - the behaviors and attitudes that relate to (but are not entirely congruent with) biological sex. Students will critically review an overall picture of gender from a psychological perspective. Topics include gender and sex differences across the lifespan, gender and work, relationships, gender stereotypes, biological, social, and cultural influences on behavior, and gender comparisons in cognitive abilities, health, and personality.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Illustrate the need for interdisciplinarity in gender studies
- Discuss a variety of perspectives on, and approaches to, gender issues engendered by factors such as race, ethnicity, and class
- Analyze “real world” situations from gender perspective
- Define the basic theoretical concepts underpinning gender studies

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Critical review gender research
- Femininity and masculinity
- Feminism
- Men’s movement
- Oppression, dominance, and power
- Self-evaluation
- Sex and gender

- Sexuality
- Stereotypes, prejudice, and discrimination

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course activities	20%
Quizzes	20%
Interview essay	20%
Popular magazine article analysis	15%
Final project	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course activities

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is required to follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least four or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week. 3) Respond to any questions that the instructor has regarding students' original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Meets requirements in a timely manner	15%
Quality of responses	70%
Quantity of responses	15%
TOTAL	100%

Quizzes

Students will take weekly equally weighted online quizzes to reinforce the course materials. The quizzes will test students' ability to utilize course concepts and terminology. All quizzes are closed books and notes.

<i>Components</i>	<i>% of Grade</i>
TOTAL	100%

Interview essay

Students will use this assignment to apply the skills of a behavioral scientist, focus on building rapport and trust with their interviewee, on listening carefully to the responses given, and on demonstrating respect for the differences they discover. Students should also pay attention to what they might learn about themselves from encountering someone different.

In this assignment students will interview a person of opposite sex. Their interviewee may also be of a different race, ethnicity, age, socio-economic class, or sexual orientation than theirs, or may be part of a different subculture or religious affiliation. Students will prepare a list of interview questions (an actual interview might deviate from this list). For example, they may ask questions about greatest challenges related to being a man or a woman, gender socialization, perception of family and society roles, etc. Students will obtain informed consent from their interviewee, explain the purpose of the interview, and make sure the subject understands that the responses given may be included in the written report and discussed in class.

Students will submit a five- to seven-page, double-spaced paper describing the following: why they selected this interview subject; what they hoped to learn from the interview; what they did learn from the interview; and how their learning relates to the concepts of the course. Interview must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional and might result in. Students will also submit their interview questions as an appendix to the end of the essay.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	30%
DAS-U-Organization and coherence	20%
DAS-U-Evidence and support	30%
DAS-U-Style and mechanics	20%
TOTAL	100%

Popular magazine article analysis

Using the outline below, you will write a four- to five-page long analysis of a popular magazine article that discusses an issue related to class content: 1. A brief overview of the article (content, story line, and themes); 2. Evaluation and analysis of the article with the use of course concepts. Each concept and key term should be underlined. 3. Summary of your findings and overall rating of the article and its accuracy. Student are expected to combine their own thoughtful analysis with ideas and information learned in this course activities and materials. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. It also must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

*** You are required to have an instructor approval of the selected article. ***

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	30%
DAS-U-Evidence and support	0%
DAS-U-Organization and coherence	0%
DAS-U-Style and mechanics	20%
TOTAL	100%

Final project

For this project students will pick a theme that has been particularly meaningful, pervasive, challenging, or troubling in their personal life story and is especially relevant to their experience as a woman or as a man. As a way of summarizing their learning in this course, students will write a ten- to twelve-page, double spaced paper that provides a socio-cultural context for their experience by reviewing relevant literature. Student are expected to combine their own thoughtful analysis with ideas and information found in a minimum of five sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. Final paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	30%
DAS-U-Evidence and support	30%
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.