

Psychology of Women & Gender

PSYC xxx
Spring 20xx

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Prerequisite

Psychology 100, General Psychology, is a prerequisite for this course.

Course Overview

In this course, you will learn about the social construction of gender and how it affects people individually and as groups. We will use a feminist perspective throughout the course. There will be a strong focus on the structural impediments and inequities faced by members of nondominant groups in addition to women and people with marginalized gender identities, including people with socially marginalized cultural, ethnic, and sexual orientation identities. We will also consider the importance of personal experience. Throughout the course, we will also focus on the application of psychological theories and research.

Classroom Climate

Respect and professionalism are important to me and are core expectations I hold for every member of this class. Everyone is welcome and valued in my classroom, and I expect you to be respectful of all people regardless of identities, beliefs, abilities, etc. I expect that people will be addressed by the names and pronouns they use regardless of what appears on the class roster.

The scientific study of gender deals with topics that might be construed as controversial or divisive. Politics are also very difficult to check at the door when discussing many of the topics in the course. One of the things that makes the this course so interesting is the fact that we may not all see eye to eye.

Class participation is required in this course, and we need to maintain a classroom atmosphere conducive to dialogue and learning. All who wish to contribute are free to share their ideas as long as this can be done in an educational rather than an abusive or hurtful way. If you feel that a classmate has created a threatening or uncomfortable atmosphere, please let me know.

Schedule of Office Hours

Students who are successful in this course talk with me during my office hours or during separate appointments. Please meet with me – I want to do all I can to help you succeed.

	Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours	9:30–10:30	11–12	9:30–10:30	11–12	10–11

and by appointment

Textbook

Liss, M., Richmond, K., & Erchull, M. J. (2024). *Psychology of women & gender* (2nd ed.). Norton.

To make it easy for you to access this book at the best price, this course is part of a program called First Day. You will be able to access the book through Canvas (using the “course materials” link in the nav bar), and you will be charged a significantly discounted price for access to the e-book. Your student account will be automatically billed for the cost of the book.

You can, however, opt-out of accessing the book this way. If you do this, you will be responsible for accessing the book another way. You should have received an email from the bookstore with instructions for both accessing the book within Canvas and opting-out if you choose to do that.

A copy of the book is also on reserve at the University Library in case you can’t or don’t want to buy the book.

Regardless of how you choose to access it, you do need to read the text assigned each day prior to our class meeting. You will not be able to fully participate if you haven’t done the reading for the day, and as discussed below, class participation is part of your grade.

Supplemental Readings

Some supplemental readings will be used throughout the course. All readings will be available as PDFs on Canvas on the relevant weekly overview pages. As with the text, you will be expected to complete all readings prior to the class period when they will be discussed.

Course Schedule

The following course schedule is organized by week giving the topics covered and a list of assignments with due dates. Specifics for each assignment are provided in Canvas as are the times work is due.

Each week, a detailed page will be available to you on Canvas (linked by week number from the Canvas homepage for our course). This page will provide details about class meetings, readings, and assignments for the week.

In addition to the specific due dates detailed in the following sections:

- You are responsible for submitting 10 journal entry blog posts about your activities and class reflections throughout the semester. No more than 1 entry can be submitted for a grade in a single week. Only your first entry has a specific deadline listed in the course schedule that follows.

- You are responsible for making a minimum of 20 comments on others' journal entries over the course of the semester. No more than 2 comments can be made for academic credit in a given week. That said, you are strongly encouraged to read and comment on all journal entries.

- You are responsible for submitting responses for 12 sets of discussion questions over the course of the semester.

Date	Topic	Reading	Written Work Due
T 1/15	Introductions and Course Overview		Syllabus questions
R 1/17	Speaking and Discussing Effectively		
T 1/22	A Feminist Psychology	Chapter 1	
R 1/24	Our Online Community and Blogging Basics		Journal 1 due by 11:59 p.m. on Sun. 1/27: <i>your turn</i> on p. 32 or <i>try it</i> on p. 36
T 1/29	Blog Day 1: Feminism Activity/Reflection Discussion		
R 1/31	Power and Privilege	Chapter 2	
T 2/5	Research and Writing in Psychology		Link to brief video submitted by e-mail before class
R 2/7	Intersectionality	Watch videos on blog	Video feedback due via e-mail by noon on 2/11
T 2/12	Research Methods: The Case of Gender Similarities and Differences	Chapter 3	
Date	Topic	Reading	Written Work Due

R 2/14	Beyond Binaries (student led)	Chapter 4	Research paper topic
T 2/19	Gender Socialization (student led)	Chapter 5	
R 2/21	Blog Day 2		
T 2/26	Women's Bodies (student led)	Chapter 6	
R 2/28	Objectification	Readings TBA	
NO CLASS 3/5 or 3/7: SPRING BREAK			
T 3/12	Effective Presentation Skills		
R 3/14	Sexuality and Sexualization (student led)	Chapter 7	
T 3/19	Relationships (student led)	Chapter 8	
R 3/21	Reproduction and Parenting (student led)	Chapter 9	Outline and intro paragraph due
T 3/26	Blog Day 3		Schedule an individual meeting with me to discuss your paper.
R 3/28	Work (student led)	Chapter 10	
T 4/2	Getting Older (student led)	Chapter 11	
R 4/4	Gender-Based Violence (student led)	Chapter 12	
T 4/9	Mental Health (student led)	Chapter 13	
R 4/11	Blog Day 4		
T 4/16	Peer Review of Research Papers		Paper draft
R 4/18	Tensions, Action, and Hope for the Future	Chapter 14	
T 4/23	Research Presentations		Final research paper due
R 4/25	Research Presentations		Final activity journal/comments due by 5 p.m. on 4/26
R 5/2	FINAL EXAM 8:30-11 a.m. (WE HAVE NO EXAMS IN THIS COURSE. WE WILL USE THE FINAL EXAM PERIOD FOR THE FINAL RESEARCH PRESENTATIONS. ATTENDANCE IS REQUIRED EVEN IF YOU ARE NOT PRESENTING. THERE WILL BE NO EXCEPTIONS TO THIS!)		

Possible Syllabus Revision

The syllabus, and the content posted on Canvas, is my best estimate at the outset of the course of what we will cover this semester and the pace at which we will cover the material. Any changes in office hours, due dates, etc., that are announced in class meetings and through Canvas will supersede dates given in this syllabus. Any changes will be posted to Canvas.

Class Blog

We will be using a shared course blog for a number of different purposes this semester. You'll journal here about the activities you undertake and your critical reflections on both those as well as other topics in this course (described below). Your brief video talks (also described below) will also be posted here.

We also have the opportunity to use this forum as a place to continue discussion outside of class. I've found that, despite discussion being the primary focus of nearly every class period, there is always more to talk about.

The link to the class blog is provided on our class homepage in Canvas. I will add you as an author to the blog at the start of the second week of class so that you can create and edit your posts. In order to access the blog dashboard where you can actually create your own posts, you will need to log in using the information provided to you via e-mail. We'll talk about usernames, passwords, and some basic how-to-use WordPress info during the second week of class.

The details of how we'll use the class blog for specific assignments are provided in the descriptions of those assignments.

In addition to these blog uses, you can also post additional thoughts, links, etc., in a less formal way any time you choose. While these are not specifically graded, being an active blog participant could help your participation grade a bit at the end of the semester. Just about anything is fair game here; you could think of this as an electronic version of show and tell. I'll be blogging with you, so you'll get a chance to see some of my add-ons to class as well.

Writing mechanics are not a particular focus here, but you should use complete sentences, punctuation, and whole words (no shorthand please).

Attendance, Class Participation, and Discussion Questions

This is a discussion-based course, and class participation is a requirement. You cannot participate in class if you are not present, so in this way, poor attendance can affect your grade. You will be expected to participate in a thoughtful manner throughout the semester. Class discussions will provide an opportunity to think critically about the readings as a group.

For each day of class, there will be a list of discussion questions posted on Canvas. While these will not be the only things we talk about in class, the bulk of our discussions will be based on the posted questions. You should pair these questions with your reading so that you are prepared for class discussion each day and will be confident about speaking in class.

In addition, you will be required to prepare responses to at least 12 sets of questions over the course of the semester. Responses are due before the start of class on the day we discuss that reading. These will be the basis for your quality of reading/preparation grade (based on the sophistication of your responses).

By 4pm of each day, you will submit a few notes about your participation in and engagement

with the class for that day through the relevant assignment in Canvas (each linked from the relevant weekly overview page on Canvas). You should focus your comments more on the quality than the quantity of your comments in class. (Note, it is essential that you contribute to the discussion, but you should not dominate the discussion.) You can also use this as an opportunity to note any barriers you may have experienced to participating effectively that day. These will be used to help determine your class participation grade (along with my own observations about your participation and mid-term and end-of-semester self evaluations). Mere attendance will be noted, but consistent participation is necessary if you are to succeed in this course.

Each of the components previously listed (reading and participation) will be graded as a check-minus, check, or check-plus each day so that you can develop a sense of how you are doing.

Additionally, you will have the opportunity to provide a self-evaluation of your participation at both midterm and the end of the semester. Your final participation grade, however, may or may not correspond to your self-evaluation grade. If you attend class daily and participate actively and respectfully in a way that demonstrates both understanding of and critical engagement with the course material, you should do well. Missing class, arriving late, and/or being unprepared for discussion will all result in a lower final grade.

Participation and discussion questions are worth 50 and 25 points, respectively.

Leading a Class Discussion

You will have the opportunity to lead a class discussion with one of your peers. This will entail briefly presenting the material to the class (this time should be relatively evenly divided between you and your co-presenter). Then, you and your teammate will lead the class in a discussion or an activity, using discussion questions that you have generated or an activity that you have planned. The “lecture” need not be given in one large chunk. Feel free to intersperse mini-lectures with discussions; this usually works better than providing a dense summary of the chapter all at one time.

Your team must prepare a list of questions to guide your classmates’ reading for that day. I will post these questions on Canvas, and they must be submitted to me as an e-mail attachment no later than noon on the day of the class prior to the class you will lead (e.g., the previous Thursday if you lead on a Tuesday). I will approve discussion questions and activities before you lead the class, and teams *must* meet with me to discuss how they will organize the class for that day *before* submitting a final version of discussion questions.

On that day of class, the group leaders are in charge of the discussion and will act as moderators. You will be graded on your effectiveness in communicating information as well as on the skill with which you handle class discussion and the creativity you demonstrate in your choice of discussion questions and activities. I will provide feedback about your performance as well as a grade in writing. A rubric for the assignment is posted on Canvas.

Leading class is worth 50 points, and co-presenters need not receive the same grade. drawings will be held for presentation partners and to select presentation days during the 3rd week of.

Brief Video Presentation

Your first formal speaking assignment will be to record yourself giving a 3-5-minute talk where you discuss intersectionality in the context of psychology of women and gender. This assignment is not about judging you or your values. Rather, it is a chance to practice organizing and clearly expressing ideas within the context of the content of this course. You will need to have a central thesis, and I recommended focusing on no more than 3 or 4 key ideas.

These talks will serve as the text for class discussion on Thursday 2/7. They will be made available for viewing through our class blog. After class on Thursday 2/7, you will be assigned 2 talks to watch again. You will then have to provide peer feedback for each of those videos using the rubric provided to you through Canvas. You will need to focus on delivery, but you will also need to focus on the content and organization of the talk. The entire assignment, including providing peer feedback, is worth 25 points.

Since the talk is on video, you will have the unique opportunity to evaluate your own performance and give your talk multiple times to refine it before deciding upon the version you want graded. You should not be editing your video together, however. It should be an uninterrupted 3-5-minute talk.

I will not be grading video production. Rather, I will be focusing on your speaking and the clarity of your presented arguments. You do need to have sound quality that allows for me to hear you, and you need to frame the shot such that you are visible from the waist up (so that body language can be noted).

Semester-Long Research Project

You will undertake a semester-long research project on a topic of your choice related to the psychology of women and gender. This will provide you with the opportunity to more deeply explore a topic you are passionate about and will allow you to delve deeply into the scientific literature related to your topic of choice. This will culminate with an APA-style research paper and a formal presentation about your topic and the current state of the relevant research literature.

Please note that I defer to the current edition of the APA Publication manual for proper APA style, so if you use incorrect formats from a website summary of APA style, you will lose points. The publication manual is available in the library and writing center; it is also owned by many majors. Make sure you have access to a copy one way or another.

Specific details for all the components of this projects are provided on Canvas as part of the relevant assignment descriptions:

- **Topic Choice** (5 points)
- **Annotated Paper Outline and Introductory Paragraph** (20 points)
- **Paper Draft and Peer Review of Drafts** (10 points)
- **Final APA-style Paper** (100 points)
- **Research Presentation** (50 points)

Activity and Reflection Journals

As previously mentioned, we'll be using a shared class blog this semester as a way to extend our conversations with each other outside of our face-to-face meetings. While this is a great way to continue discussions that we ran out of time for in class, it is also a perfect place to share interesting links, videos, ads, etc. You will also be posting journal entries related to specific activities you undertake this semester, your reflections on them, and your connections to the content of this class more broadly. In addition to writing your own posts, you are required to read and comment on the posts of your classmates. This helps you stay engaged with what everyone is doing and helps you prepare for the class meetings where we'll collectively reflect on what you've been choosing to work on with this assignment.

Journal Entries

Throughout the semester, you will need to complete 10 journal entries, and no more than 1 journal entry will be accepted in a given week (a grading week runs from 12 a.m. on Monday through 11:59 p.m. on Sunday). Given this, while you may have a given week without a journal entry, you cannot wait until the end of the semester to write and submit all 10 entries. All entries should be titled with your name and journal number (e.g., Mindy Erchull: Journal 2). You can earn up to 100 points for journaling.

Your first journal entry is due by 11:59 p.m. on Sunday 1/27. We'll be discussing these in class on Tuesday 1/29. For your subsequent 9 journal entries, you can select the weeks to post. The last time a post will be accepted, however, is at 5 p.m. on Friday 4/26 (the last day of classes). It's best if you do some advance planning as to when (what weeks) you want to post. This keeps the deadlines from sneaking up on you. It also lets you plan for these around other assignments you have for both this and other courses.

For each journal, you'll select one of the *your turn* features in one of the chapters in the book. You will then undertake the activity and/or reflect on the questions posed. In your journal entry, you need to summarize what you did and found if an activity was part of your selection. You do not need to comprehensively detail everything, but you need to include enough detail so that those of us reading your post can follow what you did and found. The bulk of your journal entries, however, should be focused on your personal reflections on what you did or what you think about that topic. As part of this activity, you need to be making explicit connections to content from this course. You're not limited to just the chapter that activity is in, however.

For your first journal entry, you will be focusing on feminism, and you must choose one of the *your turn* features in Chapter 1. For the other 9 journal entries, you have more flexibility, and the specific *your turn* topics you select are up to you. There are a few limits, however.

- 1) You may only use a single *your turn* from a given chapter. This means that your 10 posts must cover boxes from 10 different chapters.

- 2) You do not have to do posts about *your turn* topics in the chapter order we will be using in class. However, you cannot undertake a post about one of these topics until we have covered that topic in class. You are always welcome to return to chapters covered earlier in the semester if you haven't already covered something from that chapter.

Journal Comments

In addition to writing your own journal entries/blog posts, you will need to regularly comment on the journals of your classmates. While I encourage you to read every post from each classmate and to comment on them all, you will be required to comment on at least 20 entries throughout the semester. No more than 2 comments per week will be "graded" (a grading week runs from 12 a.m. on Monday through 11:59 p.m. on Sunday), so this means you need to make comments over a period of at least 10 weeks. This component is worth 25 points.

While this may seem unimportant, this is a key aspect of the public nature of your journaling. Your comments can provide social support, reassurance, praise, suggestions for connections to class material, questions to consider, etc. Remember, the blog lets us extend our shared learning community outside of our time together in the classroom, so strive to overachieve with more than the minimum number of comments.

Guidelines for Submitting Assignments

Work will normally be submitted through Canvas (your journal entries/blog posts and journal comments are exceptions). Each assignment has its own due date/time, so make sure you are keeping track of them. Most written work is due by 11:59pm on the due date. Some assignments have other times, however, so always check.

For all written work, please use only 12-point font (either Calibri or Times New Roman) and 1-inch margins as per APA style. Please double-space your written work.

If you run into technical problems submitting work through Canvas, please reach out to me ASAP. Also, know that there is 24/7 help available through Canvas by clicking on the "Help" icon on the left-hand side of the webpage. The Canvas specialists are often very successful at helping trouble-shoot issues, so don't be afraid to click on the link.

Late Work

I will not accept late journal entries or late comments on the entries of others'. There are more weeks in the semester than are needed to complete these assignment. Make sure you don't lose track of needing to do these.

Other late work will receive a flat 10% penalty and will be accepted for credit until the class period following the digital return of feedback for on-time assignments to the class (typically within 1-2 class meetings). Work not submitted by the time the work is returned to the class will receive a zero.

Questions About Grades

Mistakes in grading do occasionally happen. If you feel that a mistake has been made in your grade, please submit your concerns to me in writing. Once I have received your written explanation about the problem you perceive with your grade, I will respond to you, in writing, within a week.

Final Grade

Your final grade in the course is based on your total points accumulated from all of the written and oral assignments as well as on your class participation. There are a total of 450 points available in this course and they are allocated as described below.

Assignment	% of Final Grade	Points Possible
Journal blog posts	22.2	100
Journal blog comments	5.6	25
Research project topic	1.1	5
Annotated outline and intro paragraph	4.4	20
APA-style research paper	22.2	100
Research presentation	11.1	50
Leading class discussion	11.1	50
Brief video presentation	5.6	25
Quality of reading/preparation	5.6	25
Class participation	11.1	50

Cutoffs for grades are based on the following percentages out of a maximum of 450 points:

94–100%	A	73–76%	C
90–93%	A–	70–72%	C–
87–89%	B+	67–69%	D+
83–86%	B	60–66%	D
80–82%	B–	59 and below	F
77–79%	C+		

At midterm, A, B, or C grades will be satisfactory (S); D+, D, or F will be unsatisfactory (U). A passing grade for students taking the course pass/fail is D or above.

SPECIFIC CLASS AND UNIVERSITY POLICY STATEMENTS WOULD BE PLACED HERE ALONG WITH ANY CAMPUS RESOURCES THAT MAKE SENSE TO HIGHLIGHT GIVEN THE NATURE OF THE COURSE AND ASSIGNMENTS. SPECIFIC COURSE AND UNIVERSITY LEARNING GOALS WERE ALSO REMOVED FROM THE EARLIER PORTION OF THIS SAMPLE SYLLABUS.