Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different. Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements of a given semester.

Course Overview

This course focuses on the study of gender in humans. Particular focus will be on critical evaluation of popular beliefs about gender and whether these beliefs are in synchrony with the scientific research. We will spend the term exploring the scientific literature on differences, similarities, characteristics, and definitions of the construct of gender. We will also explore the origins and effects of gender stereotypes and sexism. Relevant to this discussion is the question of socially constructed versus biological traits and to what extent each contributes to actual and culturally constructed gender identities, behaviors, and differences.

Learning Objectives

By the end of this course, students will be able to:

- Examine and recognize the systemic influences of sociocultural, theoretical, and personal biases that influence the expression of gender and gender role expectations and research on gender (APA 1.1d, 2.5a)
- Articulate how psychological principles and findings on gender can be used to explain social issues, address pressing societal needs, and inform public policy regarding gender-related issues (APA 1.3d)
- Develop plausible behavioral explanations for gender-related and gender-atypical behavior that rely on scientific reasoning and evidence, rather than anecdotes (e.g., popular media) or pseudoscience and limit cause-and-effect claims about gender to research strategies that appropriately rule out alternative explanations; be an informed consumer of research and a critic of unsupported claims about gender (APA 2.1, 2.4)
- Develop a comprehensive strategy for locating relevant scholarship regarding gender to address psychological questions (APA 2.2c)
- Promote civility in self and others regarding issues related to gender, gender roles and gender-related behavior and interact sensitively with people of diverse perspectives and backgrounds (APA 3.2b, 4.3c)
- Collaborate successfully on small group classroom assignments (APA 5.4a)
Transferable Skills

Students in this course will develop and practice the following skills that employers find particularly valuable:

1) Critical thinking, decision-making, and problem solving
2) Teamwork
3) Project management
4) Communication
5) Information literacy

Materials

- Additional readings will be posted on Carmen.

Carmen

- Calendar, grades, handouts, syllabus, articles, announcements, etc.

Top Hat

- I have created a Top Hat account for Psych 4543 – the join code is 976995 – if you still haven't joined, do so now
- We will use Top Hat for many of the participation activities, and for polls, as well as perhaps some other fun stuff

Office Hours

I am on campus for some portion of every weekday, I hold regular office hours, and am available for appointments, email, or phone contacts at other times. Please be an active consumer of your education and use these resources as often as is helpful to you.

Coursework

A. Class Participation (30%)

- On most days in class, I will offer opportunities for participation &/or reflection – these will earn students Participation Credit
- These activities will be unannounced & spread throughout the term
- Each DAY will be equal to the same number of points (i.e., missing one day is the same as missing another) – however, there may be more than one activity per day, in which case they will be equally divided in terms of points (e.g., if there are 4 activities, each would be worth 25% of one day, but if there's one activity, it would be worth 100%)
Some of them will be group-based & others individual – we will use Top Hat for many of them – if access to an appropriate electronic device is an issue for you, please see me right away so that we can discuss alternatives.

The vast majority of these will take place in-class only – thus, the only way to get these points is to be here that day – no make-ups, no exceptions.

- There will be a very (very) few of these activities that will be able to be done either in class or outside of class and turned in.
- **No** activity that is in-class only will be eligible to be turned in at any other time than when it is given in class.

In order to account for the random events that often keep people from attending classes, I will drop your 3 lowest scores in this category.

**B. Mythbuster Days (30%)**

- 30% of your total grade (7.5% each)
- Some Details (more will be available on Carmen to help you prepare)
  - **MB Day, Part 1**
    - **Prior to each Part 1 MB Day,** I will post a popular media article or clip & the primary thing I think this article/clip is saying about gender.
    - **BEFORE COMING TO CLASS** on Part 1 Day - Read the article or watch the clip & read my statement about what I think the article is saying.
    - In class on Part 1 Day, you and a randomly assigned group will work to find research that is related to this statement.
  - **MB Day, Part 2**
    - **Prior to coming to class** on Part 2 Day, you will take responsibility for being the “expert” on 1 of the articles that your group chose on Part 1 Day.
    - **In class** on Part 2 Day, you and your group will write up a clear statement that either supports or refutes the article's position on gender.
    - The class will discuss these positions to end the experience.
  - If you need to miss Part 1, but will be here for Part 2, your group will assign you an article to read and present for Part 2 – being absent for Part 1 will result in loss of points for that portion, but you are able to participate in Part 2 and earn full credit for that portion, so long as you are prepared.
    - **YOU MUST COMMUNICATE WITH YOUR GROUP ABOUT WHETHER YOU WOULD LIKE THEM TO ASSIGN YOU AN ARTICLE FOR PART 2** – failure to do so will result in significant loss of points on Part 2 day.
- More details will be provided on these days in class.

**C. Readings Quizzes (40%)**

- I want you to read the book I have selected for this course. In my experience, students do not read before class without some motivation, so in order to provide said motivation, a substantial portion of your grade in this course will come from weekly quizzes based on the readings.
- 11 given, 10 count (1 dropped)
- 40% of your grade (4% each)
- Each quiz will cover 2 chapters (except the last one, which covers 3 sections) and be comprised of 10 total items.
- **Procedure**
  - Read the chapters – **read both before you take the quiz**
  - Go to Carmen to take the quiz – you will have 15 minutes to finish it.
Taking Exams on Carmen – things to know...

Under no circumstances will a student be allowed to take an exam early – the semester starts on 1/11/16 and is not complete until after final exams end.

Time limits & availability of the exams will be strictly enforced. Any items saved after the limit will not be counted toward your grade. Once you start the clock in Carmen, you CANNOT pause it, so be ready to finish your exam the first time you start the exam.

I strongly urge you to save each item as you finish it in case of computer malfunction. If you exceed your time limit, any items that were individually saved prior to the deadline can be counted toward your grade.

You may not collaborate with other students during exams – collaboration between students on these exams will be reported to the Committee on Academic Misconduct.

The Carmen people recommend avoiding midnight to 4am for taking quizzes.

The vast majority of computer errors that interfere with Carmen exams occur when a student uses their own computer/connection rather than a campus computer/connection. For this reason, I will not consider computer errors to be a valid excuse for missing items/exams unless you can document that you took the exam on a campus computer and that the computer/connection error was OSU’s fault. Please note that making a report that your computer failed is not sufficient – your documentation must clearly state that an error actually occurred.

After each quiz, I will go through the exams and correct the scores for items that did not match the key but are still correct – THERE IS NO NEED TO EMAIL ME until after I announce to the class that I have done this.

Graded Items & Scale

- Participation activities = 30%
- Readings Quizzes = 40% (4% each)
- Mythbuster Days (4) = 30% (7.5% each)

Grading scale = University standard (but I will curve up if there's a need) – there will be no rounding – what you earn, you get!

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89.9</td>
<td>C+</td>
<td>77-79.9</td>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
<td>B</td>
<td>83-86.9</td>
<td>C</td>
<td>73-76.9</td>
<td>D</td>
<td>60-66.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>80-82.9</td>
<td>C-</td>
<td>70-72.9</td>
<td>E</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Extra Credit

- I’m open to extra credit ideas...they must be accessible to the entire class (~120 people) and free or cheap
- If you find out about an event on campus that is relevant, let me know far in advance – we may be able to use it

Attendance

- All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.
- Attendance is strongly encouraged, but not required, for this course.
Attendance and grades show a strong positive correlation in the research literature – it is also how you will earn your Participation Points.

If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do not provide copies of my slides or notes under any circumstances.

Students are always welcome to come to office hours to look at my notes and write any notes they wish from them, regardless of whether they attended class or not.

Make-up Policies

- **Participation Points** –
  - An allowance (~6-9%) has already been built into the Participation Points (i.e., you can miss 3 of them without penalty)
  - These are designed to be experiential and part of the in-class milieu
  - Thus, no further make-ups will be considered or given, no matter the circumstances

- **Readings Quizzes** –
  - An allowance has already been built into the Readings Quizzes (you get to miss one without penalty), and they are given online, which is a considerably more flexible format than an in-class test, AND they are open-book/open-note
  - Thus, no further make-ups will be considered or given, no matter the circumstance

- **Mythbuster Days, Part 1** – no make-ups available, but see above for details about missing part 1 only

- **Mythbuster Days, Part 2**
  - Mild illness, days out with your friends, a really great movie having its premier day, internships, work schedules, court dates, etc. do NOT constitute valid excuses for missing class – HOWEVER...
  - I will allow you to make up one of these days with the following excuses (and documentation):
    - Graduate school interview – provide a letter ON LETTERHEAD no later than 1 week prior to the Mythbuster Day you need to miss
    - OSU-sponsored athletic event - provide the letter/schedule ON LETTERHEAD no later than 1 week prior to the Mythbuster Day you need to miss
    - Funeral for a loved one – provide the obituary and explanation of the person's relationship to you - you must contact me about this as soon as possible, but no later than 24 hours after the Mythbuster Day
    - Mental Health or Medical Emergency – provide documentation from a professional medical source ON LETTERHEAD - you must contact me about this as soon as possible, but no later than 24 hours after the Mythbuster Day
      - Please understand that this letter must clearly state that you had an emergency that precluded your attendance in class – mild illness and/or a visit to the clinic will not be considered an excuse for missing
  - Make-up Procedure
    - Provide the slide(s), article notes, and handwritten answers to all of the questions from class in HARD COPY form no later than one week after Part 2 Day in class
In this course, we will touch on some sensitive and personal issues. If you are offended by frank discussion of such issues, this may not be an appropriate course for you. The Psychology Department offers a variety of other courses that meet the same advanced requirement. While I expect that students participate in class discussion, you are in no way expected, nor should you, share your own personal experiences or reveal information that makes you or other students uncomfortable.

You Can Expect from Me...

- **Respect** for you and your contributions to this course & help mastering material
- **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- **Consistent access** through email, phone, and appointments
- **Fairness** - I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code
- I leave my cell phone on vibrate during class in case of emergency with my children, I will NOT answer the phone during class if it is not an emergency

I Will Expect from You...

- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior
- **Openness** - to new ideas & ways of looking at the topics
- **Respect** - NO INTERRUPTIONS from electronic devices - If you have an emergency please leave the room to handle it.
- **Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.
- **Attentiveness** - if you are interacting with material that is not course-related during class, I will ask you to leave for the day
- **Preparedness** - Completion of readings BEFORE class
- **Honesty** - DO NOT CHEAT IN MY CLASS! It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/)

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Pages</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>Syllabus &amp; goal-setting</td>
<td></td>
<td>Scavenger Hunt</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Introduction to content, Reading &amp; Finding Articles 101</td>
<td>Intro &amp; Epilogue</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>W</td>
<td>Part I: How do our expectations, frame of reference, and state of mind change the world?</td>
<td>Ch 1 &amp; 2</td>
<td>Quiz 1: chap 1 &amp; 2 due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Discussion/activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Discussion/activities – start MB Day work in groups</td>
<td>Ch 3 &amp; 4</td>
<td>Quiz 2: chap 3 &amp; 4 due by 9:35am - MB1, part 1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>MYTHBUSTER DAY discussion</td>
<td></td>
<td>MB1, part 1</td>
</tr>
<tr>
<td>3</td>
<td>W</td>
<td>The Mask You Live In</td>
<td></td>
<td>FILM DAY</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>The Mask You Live In, finish &amp; discuss</td>
<td></td>
<td>FILM DAY</td>
</tr>
<tr>
<td>4</td>
<td>W</td>
<td>Discussion/activities</td>
<td>Ch 5</td>
<td>Quiz 3: chap 5 &amp; 6 due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Discussion/activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>W</td>
<td>Discussion/activities – start MB Day work in groups</td>
<td>Ch 7+8</td>
<td>Quiz 4: chap 7 &amp; 8 due by 9:35am - MB2, part 1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>MYTHBUSTER DAY discussion</td>
<td></td>
<td>MB2, part 1</td>
</tr>
<tr>
<td>6</td>
<td>W</td>
<td>Part II: Biology never lies, right? Here’s the story of how careful we need to be before we say something is “hardwired”</td>
<td>Ch 9&amp; 10</td>
<td>Quiz 5: chap 9 &amp; 10 due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Discussion/activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>W</td>
<td>Discussion/activities</td>
<td>Ch 11+12</td>
<td>Quiz 6: chap 11 &amp; 12 due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>W</td>
<td>Discussion/activities – start MB Day work in groups</td>
<td>Ch 13+14</td>
<td>Quiz 7: chap 13 &amp; 14 due by 9:35am - MB3, part 1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>MYTHBUSTER DAY discussion</td>
<td></td>
<td>MB3, part 1</td>
</tr>
<tr>
<td>9</td>
<td>W</td>
<td>SPRING BREAK – NO CLASSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>SPRING BREAK – NO CLASSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>W</td>
<td>Discussion/activities</td>
<td>Ch 15+16</td>
<td>Quiz 8: chap 15 &amp; 16 due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Discussion/activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>W</td>
<td>Part III: The Moral of the Story? Children will look to you to learn what to be – so be careful - start MB Day work in groups</td>
<td>Ch 17+18</td>
<td>Quiz 9: chap 17 &amp; 18 due by 9:35am - MB4, part 1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>MYTHBUSTER DAY discussion</td>
<td></td>
<td>MB4, part 1</td>
</tr>
<tr>
<td>12</td>
<td>W</td>
<td>Miss Representation</td>
<td></td>
<td>FILM DAY</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Miss Representation, finish &amp; discuss</td>
<td></td>
<td>FILM DAY</td>
</tr>
<tr>
<td>13</td>
<td>W</td>
<td>Discussion/activities</td>
<td>Ch 19, 20</td>
<td>Quiz 10: chap 19 &amp; 20 due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Discussion/activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>W</td>
<td>Discussion/activities</td>
<td>Chap 21; Intro &amp; Epilogue</td>
<td>Quiz 11: chap 21, Intro &amp; Epilogue due by 9:35am</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Wrap Up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>