PSY 380: Psychology of Gender (Winter 2021)
Mondays and Wednesdays 12:15 PM to 1:45 PM PDT Remotely
Live Class Sessions start at 1:00 PM
Instructor: Maria Wixwat (any pronouns)
mwixwat@uoregon.edu
Office Hours: Thursday 10:00 AM to Noon PDT

Course Description

Unfortunately, because of current events, we cannot meet in person, but I am committed to working with all of you to make this learning experience a successful one. Together we will:

- Study the psychology of gender from a variety of theoretical perspectives
- Examine the ways in which mainstream psychology is gendered
- Examine how feminist approaches are used to study issues in psychology
- Review empirical evidence for and against common beliefs about the relationship of gender to traditional issues in psychology
  - Moral development
  - Personality
  - Interpersonal relationships
  - Special issues pertinent to gender
    - Parenthood
    - Violence
    - Sexual orientation
- Examine the intersection of race/ethnicity, sexual orientation, and social class

Class and small-group discussion, supplemental reading materials, and the text will provide in-depth examination of specific topics. By the end of the course, you should be able to think critically and communicate effectively about topics related to gender.

**Some topics we will go over in this course may be upsetting and/or triggering. Make sure to look over the section labeled “Content Warning” on page 6 of the syllabus.**

Course Policies

Communicating with Me

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications.
I will host “live” office hours through Zoom each week on Thursday 10:00 AM – noon PDT. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me or message me through Canvas to set a time. Please make appointments 24 hours in advance.

If you contact me with a question via Canvas or email, I will try to respond within one business day Monday through Friday. I typically provide feedback on assignments within one week. When contacting me through email, please use your official @uoregon.edu email address and put “PSY 380” at the start of the subject line.

**Class Materials**

The textbook required for this class is Psychology of Women & Gender by Miriam Liss, Kate Richmond, & Mindy J. Erchull (9780393667134), 1st edition. This is available through the Duckstore. Physical textbooks and digital ebooks can be purchased or rented in-store or online.

**Technical Requirements**

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support is also available by phone or live chat:

541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ web page on going remote.

Part of class time will be live via Zoom. To access this, log onto Canvas and click on the link in the current module. You’ll be prompted to download or launch Zoom. Once launching Zoom, you’ll be in a waiting room till I let you into the Zoom call. The waiting room is just another method of making sure the Zoom meetings are secure.

If you have difficulty with accessing and using Zoom, you can visit the Zoom support page or email support@zoom.us
Grading

Your final grade will be based on the following (percent of grade, followed by maximum points):

- 15.3% Attendance/Participation (76.5 points total, 4.5 per class)
- 16.2% Reading Responses (81 points total, 4.5 per response)
- 18% Weekly Quizzes (90 points total, 10 per quiz)
- 20% Presentation (100 points total)
- 30.5% Final Paper (152.5 points total)

The maximum total for course: 500 points. I’ll calculate exact grades with no rounding. Cut-offs for a “plus” are at x7 and for a “minus” are at x3. For example, an 87.00 is a B+ but 86.99 is a B.

Assignments

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, grading percentages, and syllabus are subject to change. My approach to this class will be more fluid than normal, due to the pandemic, so I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

The course will be formatted into modules on Canvas with a module for each week, including the recorded lectures, the link for the live Zoom session, the assignments for the week, the readings, and extra articles.

Lectures

I will be pre-recording all lectures for this class to increase flexibility and avoid potential technological difficulties. I will also be posting my lecture slides. I will post the two lectures for the week on Sunday. Please watch the lecture before the live class session (described in the next section).

Attendance/Participation (15.3%)

Each class period, there will be a live portion, which will begin halfway through the course time (1:00-1:45 PM PDT). This is to make sure that all students have time to watch the (~45 minute) pre-recorded lecture before the live session. While live, I’ll go over any announcements and address questions that have come up. Then we will hear the presentations for the day (up to 3). With any remaining time, we will have discussions, including both small group and class-wide portions.
**Reading Responses (16.2%) – Due at the beginning of each class**

There will be a reading response (based on the text) due at the beginning of each class. For the reading response, complete the “quiz” for that day. The “quiz” will have two questions: 1) What is one thing you found interesting within the reading? and 2) What is one question you have related to the reading? The question can be something you were confused/curious about from the text.

Your answers to each of these should be between 2-4 sentences long. You will not get any credit for saying there was nothing interesting or that you have no questions. Be creative.

**Weekly Quizzes (18%) – Due each Friday at 11:59 PM**

Research has shown that frequent assessments are more effective than longer, infrequent assessments at promoting student learning. Each week there will be a short, noncumulative quiz on the content covered that week. The quiz will consist of 10 multiple choice questions and have a time limit of 25 minutes. There will be nine quizzes total. There will be a feedback question on each quiz where I encourage you to bring up any concerns/issues/confusions you are experiencing with this course. The feedback questions are worth half a point of extra credit, so if you answer all nine of them, that can add up to 4.5 points! (Note: 4.5 points ≠ 4.5%; see Grading section)

**Presentation (20%) – During the live portion of one of the classes**

To supplement the text and develop research literacy, each class period there will be a few presentations on a research article relevant to the topic for that day. All articles are already posted on Canvas and all students must select one of the articles to present on; selection must be made by the first Friday (1/8 11:59 PM) of the course.

The presentations should be brief summaries of the articles. Presenters will be penalized for going over 7 minutes. I have outlined the necessary components below with suggested time guidelines. There is also a rubric posted on Canvas. I suggest perusing that as well before presenting.
Necessary Presentation Components:
- **Background** – 1-2 slides, ~ 1-2 minutes
  - What do we need to know about the theory/previous literature in order to understand the methodology & results?
    - Don’t go into too much detail, just explain what we **need** to know
  - This is mostly taken from the first section of the article (up till the methods section)
- **Research Question & Hypotheses** – 1 slide, ~1 minute
  - Explain what exactly the researchers are trying to find out and what their predictions are (if they have any predictions)
- **Methodology** – 1 slide, ~1 minute
  - **Briefly** explain the method of this study
- **Results & Discussion** – 1-2 slides, ~ 2 minutes
  - What did they find – focus on the most interesting/important findings
    - Give highlights, don’t focus on the minutiae or report every statistic
  - What do the findings mean?
- **Discussion Questions**
  - At the end, present the class with a few discussion questions related to the article.
  - Try to select questions that encourage engagement and critical thinking.

It will be challenging to fit all of this into seven minutes. However, I am not requiring a thorough report. Focus on the really important message of the article – what do you think we, as an audience, need to know about this article. What do we need to understand? Being able to efficiently communicate information is an important skill.

**Final Paper (30.5%) – Due March 15 (Monday – 11:59 PM)**

The purpose of the final paper is to think critically about the ways in which gender (and research about gender) is presented in the popular press. Popular press articles pertaining to gender issues are published daily but are not always based on empirical research. This project should draw your attention to these articles and provide an opportunity to examine the research that informs them.

You will select a popular article published within the last year (e.g., from CNN, Fox News, Slate, Salon, BBC News, NYT, etc.) that has to do with an issue related to gender. Read the article thoroughly and consider the following questions: What questions does the article raise? How might research inform the arguments it makes? Is the article biased? If so, how? Come up with a central research question based on this article. It could be a sort of fact-checking question or just a question prompted by the article (i.e. how does being misgendered affect trans individuals? or what are the psychological impacts of the pay-gap on women?).
The popular article and the research question will be due on Friday, January 29 at 11:59 PM (5 points). You will submit a link for the article and your research question, and I will give you feedback. I want to make sure the topic you’ve chosen is viable for the paper.

Once your topic & question are approved, you will need to find five peer-reviewed articles that help answer your research question. I will post a video illustrating how to find relevant, peer-reviewed articles. Use these articles to write up the final paper, which should be between 5-7 pages, double-spaced, with 12-point font with 1-1.25” margins. Use APA format: (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

A rubric for the paper will be posted on Canvas, but I will outline the rough format I’m looking for here:

Introduction:
- Introductory preamble: What is your broad topic (i.e. women & work, masculinity, non-cis experience, etc.)
- Describe the popular press article you’ve chosen
- Present your research question

Main Body:
- Use your peer-reviewed article to answer your research question
  - How do these articles answer your research question?
    - What unique perspective/information does each peer-reviewed article add to what the other articles already established?
  - How do they relate to the popular press article?
  - How might the articles in question be wrong as well as right?
    - Apply critical thinking to all articles discussed (both popular press & peer reviewed)

Conclusion:
- Answer your research question based on the peer-reviewed articles you presented
- How does this relate back to the popular-press article?
  - Were there inaccuracies? Did the popular-press article touch on important, research-supported findings?
- Are there still missing gaps in the literature? What else do you need to know to answer your research question accurately and thoroughly?

Extra Credit

You can earn up to 5 points of extra credit for participating in research. It will be 2.5 points per research credit with a cap of 5 points possible. You will go through SONA to participate. Click through to the following link for more information: https://blogs.uoregon.edu/researchwithhumanparticipants/instructions-for-participants/
**Late Policy**

I will accept late work this term, but there will be an across-the-board late penalty of 15% (not increased based on turn-in date). I know the remote format of courses makes learning difficult, so I want to encourage you to stay on top of deadlines when you’re able to, but also to still do the work and turn it in even when it’s late.

**Content Warnings**

In this course we will be going over some content that might be upsetting or triggering for some students. We will be discussing content related to violence, sexism, transphobia, rape, domestic violence, eating disorders, and abortions. Please look over the content and drop the class if you feel these topics are too difficult for you. The Counseling Center (counseling.uoregon.edu) is a resource that is free to all UO students. Contact me if the upsetting nature of these topics makes it difficult to engage in this course.

**Academic Integrity for Remote Learning**

The [University Student Conduct Code](https://www.uoregon.edu/offices/student-conduct) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, by submitting your exams/papers you are certifying that they are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then email me. During exams you may refer to your textbook or to your notes, but other sources are prohibited.

The only time in this class where collaboration between students is permitted (and encouraged) are the discussion sessions. Collaborating on other assignments, such as quizzes, is cheating. If you are unsure what is allowed or appropriate, please ask.

**Accessibility**

The University of Oregon is working to create inclusive learning environments. I recognize that there are new challenges to accessibility with remote classes. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu.
**Online Engagement & Respectful Communication**

General Guidelines for Remote Class Participation

1. **Expect and Respect Diversity:** The psychology of gender is a topic about which students often have varying (and strong) opinions. In this class we will be discussing issues that may have intense personal significance for some members of this class. Input is welcome and encouraged, as is active listening. There are no taboos for discussion topics in this course. However, we must take responsibility to ensure that we are respectful of everyone’s opinion and identity.

2. **Code of Conduct:** We will not welcome behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community. Students who engage in any of these behaviors during live class time may be asked to leave the live session.

3. **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

4. **Use Proper Netiquette:** Please use good “net etiquette”: Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.

5. **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g., Do I contribute too much? Too little?).

6. **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together
and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Specific guidelines for best practices using Zoom:**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](https://www.uoregon.edu/services/).  
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.  
3. All of us occasionally need to hide video but when you can, please put video on. It enriches everyone’s experience and increases the feeling of connection. I like seeing your faces!  
4. Please put your full name as your Zoom ID. Add your pronouns if you feel comfortable doing so.  
5. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.  
6. Please also maintain professional behavior and attire for all Zoom calls. Do not join a Zoom call in attire you would not wear to a class or from an inappropriate setting (AKA no Zoom calls while in a bath or while clearly still in bed).  
7. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.  
8. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.  
9. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.  
10. For help and troubleshooting with Zoom, visit the [UO Service Portal](https://www.uoregon.edu/services/).
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<thead>
<tr>
<th>Weekday</th>
<th>Date</th>
<th>Topic</th>
<th>Reading (read before class)</th>
<th>Assignment (due before class)</th>
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<td>Monday</td>
<td>1/4/21</td>
<td>Psychology &amp; Gender</td>
<td>Textbook pps. 12-32 &amp; 38-42</td>
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<td>1/6/21</td>
<td>Feminism &amp; Research Methods</td>
<td>Textbook pps. 43-55 &amp; critical reading guide</td>
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<td>Monday</td>
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<td>Power &amp; Privilege</td>
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<td>Wednesday</td>
<td>1/13/21</td>
<td>Sexism &amp; Language</td>
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<td>1/20/21</td>
<td>Theory &amp; Methods of Gender Differences</td>
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<td>Monday</td>
<td>1/25/21</td>
<td>Gender Differences &amp; Similarities</td>
<td>Textbook pps. 122-144</td>
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<td>1/27/21</td>
<td>Beyond the Binary</td>
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<td>Friday</td>
<td>1/29/21</td>
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<td>Chs. 3 &amp; 4 Quiz and Final Paper Topic</td>
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<td>Monday</td>
<td>2/1/21</td>
<td>Gender Socialization</td>
<td>Textbook Ch. 5</td>
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<td>Wednesday</td>
<td>2/3/21</td>
<td>Women’s Bodies</td>
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<td>Chs. 5 &amp; 6 Quiz</td>
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<td>Monday</td>
<td>2/8/21</td>
<td>Sexuality &amp; Sexualization</td>
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<td>Relationships</td>
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<td>2/15/21</td>
<td>Becoming a Mother or Choosing Not to</td>
<td>Textbook pps. 358-386</td>
<td>Reading Response</td>
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<td>Wednesday</td>
<td>2/17/21</td>
<td>Being a Mother</td>
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<td>Reading Response</td>
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<td>2/22/21</td>
<td>Gender &amp; Work</td>
<td>Textbook Ch. 10</td>
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<td>2/24/21</td>
<td>Older Women</td>
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<td>3/1/21</td>
<td>Rape Culture &amp; Violence</td>
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<td>Wednesday</td>
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<td>Interpersonal Violence &amp; War</td>
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<td>Ch. 12 Quiz</td>
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<td>Friday</td>
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<td>Monday</td>
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**Week Ten & Beyond**

| Monday    | 3/15/21 | Due at 11:59                               |               | Final Paper        |