

**Psychology 320:
Psychology of Gender and Sex Differences**

Winter Session, 2015-2016
Section 002
Tuesdays/Thursdays, 11:00AM-12:30PM
Room 222, West Mall Swing Space

Instructor:

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Teaching Assistants:

Term 1

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Peer Mentors (former Psychology 320 students, see p. 10-11 for a description of the Peer Mentor Program):

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Course Description: This course will provide students with a broad introduction to the scientific study of gender and sex in psychology. Students will examine topics of concern to gender psychologists and the methods they use to investigate these topics. Among the topics that students will consider are gender and sex diversity; research methods; gender stereotypes; gender development; gender identity and dysphoria; psychological and behavioural similarities and differences between females and males; psychotherapy; exploitation, oppression, and violence; and gender equality, equity, and social change.

Course Objectives: Students who successfully complete this course will be able to:

- define fundamental terminology related to the study of gender and sex.
- recognize gender and sex diversity.
- discuss the goals of gender psychology.
- review research methods in gender psychology.
- identify biases in gender-related research.
- analyze controversies related to the study of gender and sex.
- discuss the consequences of common gender-related stereotypes.
- review theories of gender development and sex differences.
- compare and contrast females and males on a wide array of psychological and behavioral variables.
- describe gender-sensitive approaches to psychotherapy.
- recognize gender-based exploitation, oppression, and violence.
- discuss societal efforts to promote gender equality and equity.
- apply theory and research from gender psychology to themselves, other people, social interactions, and global events.

This course is designed to provide a “gender-fair” perspective on theory and research in gender psychology. To this end, every effort will be made to create an inclusive classroom environment—one in which the diverse experiences and identities of students are acknowledged and respected. Consistent with the goals of UBC’s Positive Space Campaign (<http://positivespace.ubc.ca/>), our classroom may be regarded as a “positive space” in which individuals of all gender identities, sexes, and sexual orientations will be supported and valued.



Prerequisites: The prerequisites for this course are either: (a) Psychology 100, (b) Psychology 101 and 102, or (c) 6 credits of 200-level psychology courses (not including Psychology 205 or 263). First year students are not eligible to take this course.

Course Format: Students will be expected to attend lectures and participate in activities and discussion during class. In addition, students must complete assigned readings from the textbook. In order to maximally benefit from class time, students should complete assigned readings before the readings are discussed in class.

Course Website: The website for this course is <http://www.psych.ubc.ca/~assanand>. In order to access the course website, students will require the following password: _____ . Slides presented during class will be posted on the course website after each class period. Slides will be numbered, enabling students to record notes during class by slide number. Although the slides will provide a review of the lecture material, students may be examined on points that are discussed in class that are not included in the slides.

On the course website is a webpage entitled “Extras for Your Interest.” On this webpage, I will post links to films, video clips, popular press articles, and websites that are related to our course content. Students are not required to view or read these resources; rather, these resources are for students’ interest and reflection. I encourage students to send me finds for the webpage that may be of interest to classmates. “Extras for Your Interest” will be updated periodically.

Grades will be posted on the course website by student number. I will notify the class via e-mail when I have posted grades. Students should ensure that their current e-mail address is registered with UBC to receive class announcements via e-mail.

Textbook: Brannon, L. (2011). Gender: Psychological Perspectives (6th edition). Boston: Allyn and Bacon.

Note that students may occasionally encounter a discrepancy between the material presented in the textbook and the material presented in class. In the case of a discrepancy, please rely upon the material presented in class for the purpose of exam preparation.

Learning Assessments: Learning assessments for this course will be weighted as follows:

	Percent of Course Grade
Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Paper	20%

Exams: The exams will consist of multiple choice questions and open-ended extended response questions. Responses to multiple choice questions must be recorded on a scantron form in order to be graded. Please bring a pencil and eraser to each exam to allow for completion of the scantron form. Scantron forms will not be corrected by the teaching assistant for missing information or incomplete answers. Accordingly, students should ensure that they are familiar with the use of scantron forms in advance of the first exam. Note that students will not be permitted to complete or change responses on their scantron form following the completion of the exam period; missing responses will receive no credit. Details about each exam (i.e., the number and types of questions) will be presented at the start of the class prior to the exam. The exams will not be cumulative.

The exams will cover both lecture and textbook material. The purpose of the lectures is to amplify, explain, and expand upon material presented in the textbook. Although there will be overlap between the lectures and textbook, unique material will be presented in the lectures. Furthermore, some material from the textbook will not be discussed in class. Students are responsible for both the material presented in the lectures and the material presented in the textbook for the exams.

Please arrive to the exams on time. Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam. In order to ensure adequate invigilation, once an exam begins, students will not be permitted to leave the exam room until their exam has been submitted; bathroom breaks will not be allowed unless a doctor's note that documents a relevant medical condition is provided prior to the exam.

Exam dates are indicated in the Schedule of Course Topics (see p. 14-15). Note that exams will not be rescheduled for students to accommodate academic workload, oversleeping, employment-related commitments, or travel. Please do not request an alternative exam date for these reasons. Exams may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Exams may also be rescheduled for students who have a religious obligation that conflicts with an exam date. Students who are unable to write an exam as a result of illness must contact me before the exam or within 24 hours after the exam. Students who do not contact me within 24 hours after the exam will be assigned a grade of "0" on the exam. Students who are unable to write an exam as a result of a religious obligation must notify me at least 2 weeks in advance of the exam in order to be accommodated (<http://www.universitycounsel.ubc.ca/policies/policy65.pdf>). Students who are permitted to write a makeup exam must contact the teaching assistant as soon as possible regarding the makeup exam date. The makeup exam will be scheduled within 7 days of the scheduled exam date, as determined by the teaching assistant. Students who do not write the makeup exam within 7 days of the scheduled exam date will be assigned a grade of "0" on the exam unless an additional doctor's note is provided to warrant an extension. Note that the content and/or format of the makeup exam may differ from the exam that was administered in class.

Paper: For the paper, students may choose from one of two options:

Option A:

The purpose of this paper is to gain further experience in the application of gender psychology. For the paper, students will conduct a gender-based analysis of an individual. Specifically, students will use theory and research in gender psychology to examine an individual of their choice. Students may choose any individual, including themselves, a family member, a friend, a public figure (e.g., a celebrity, a political leader), or a fictional character (e.g., a character from a novel). Students should complete the following three tasks for the paper. For each task, students need not address all of the "*Questions to consider*" and may consider questions beyond those listed.

1. Describe the subject's gender.

Questions to consider: What is the individual's gender identity? What gender-related characteristics (e.g., traits, behaviours, interests) does the individual exhibit? Has the individual adopted typical or atypical gender-related characteristics? What gender-related characteristics are most important to the individual? Is gender central to the individual's self-concept?

Use: Theoretical conceptualizations, models, and/or measures of gender, femininity and/or masculinity.

2. Discuss the development of the subject's gender identity and/or gender-related characteristics.

Questions to consider: When did the individual become aware of gender-role expectations? Was there an age at which the individual began to demonstrate gender-related characteristics? Were these characteristics learned? What early experiences (e.g., parental, social, academic) influenced the gender development of the individual? Was the individual exposed to typical or atypical models of gender? What factors contributed to the development of the individual's gender schemas? Were there notable shifts in the individual's gender identity across the lifespan? If so, what events prompted these shifts?

Use: Biological theories of sex differences and/or, psychodynamic, neoanalytic, social learning, and/or cognitive theories of gender development.

3. Discuss the consequences of gender for the subject—that is, how gender has influenced or shaped the subject's life experiences. Students should discuss the impact of the subject's gender on at least one but no more than three of the domains discussed in class or the textbook. The domains include: cognitive abilities, emotion, friendship, romantic relationships, sexuality, education, careers and work, achievement, physical health, and mental health.

Questions to consider: Have the individual's interests or pursuits been shaped by gender-related cognitive abilities? What impact has the individual's gender identity had on her/his emotional experiences? How has gender influenced the individual's friendship choices, romantic experiences, or sexuality? Have the individual's educational choices or career aspirations been shaped by his/her gender identity? Has the individual's attributional style or self-esteem been affected by gender? Does the individual engage in gender-typical or atypical health-related behaviours? How has gender influenced the individual's psychological well-being and/or psychotherapeutic experiences?

Use: Theory and research related to the domains discussed in class and/or the textbook.

Students should strive to demonstrate thoughtful, independent thinking and creativity in their analysis. In addition, students should provide appropriate and sufficient biographical evidence to support all claims regarding the subject of their paper. Although it is not necessary for students to use sources of information beyond the lecture material and textbook, the use of additional resources generally strengthens students' papers. Accordingly, students are encouraged to cite additional resources.

Ideally, students should work on the paper throughout the course, applying topics discussed each week to the subject of their paper. In addition to facilitating the completion of the paper, this will give students consistent practice in the application of course content.

Option B:

The purpose of this paper is to reflect upon and critically appraise theory and research related to gender psychology. For the paper, students will conduct an analysis of a contemporary debate regarding gender, sex, and/or sexuality. Specifically, students will review and evaluate the academic literature related to a debate that is of interest to them. The debate may be prevalent in popular culture and/or the academic literature. Examples of debates that students may consider are:

Is early genital surgery (i.e., genitoplasty) beneficial or harmful to children born with ambiguous genitalia?

Is the diagnosis of Gender Dysphoria in the Diagnostic and Statistical Manual of Mental Disorders helpful or harmful to those diagnosed with the condition?

Do current data suggest that females and males are more similar than different?

Are sex differences in verbal ability, mathematical ability, and/or spatial ability the product of biological or social factors?

Who benefits more from marriage—men or women?

Is sexuality (e.g., bisexuality, heterosexuality, homosexuality, pansexuality, asexuality) biologically or socially determined?

Do the children of same-sex couples differ from the children of cross-sex couples with respect to psychological adjustment and/or sexual orientation?

Is sex segregation in the labour force the product of biological or social factors?

Is the wage gap between women and men justified?

Should women in the military be permitted to engage in direct ground combat?

Are sex differences in the prevalence of depression the result of biased diagnostic criteria in the Diagnostic and Statistical Manual of Mental Disorders?

Are there sex differences in morality?

Is circumcision—among males or females—a justifiable practice?

Are women or men more likely to perpetrate intimate partner violence?

Does pornography reduce the incidence of rape?

Should fetal sex selection be legally prohibited?

Students are not limited to these debates; any contemporary debate related to gender, sex, and/or sexuality may be addressed. Students should complete the following three tasks for the paper. For each task, students need not address all of the “*Questions to consider*” and may consider questions beyond those listed.

1. Introduce and describe the debate.

Questions to consider: What is the debate that you will consider? Is the debate common in popular culture and/or the academic literature? What are the opposing views that characterize the debate?

2. Review and evaluate the academic literature on the debate. Students may use varied sources of academic information, including scholarly articles published in psychological journals, scholarly articles published in non-psychological journals (e.g., anthropological journals, sociological journals, biological journals, medical journals), government reports, and books. A minimum of 8 sources of academic information beyond those discussed in class and the textbook should be used. If there are a substantial number of published

works related to the debate, students may choose to restrict the sources of academic information used to works published in the last 5 to 10 years. Literature reviews are commonly published in psychological journals; students may consult the journals Psychological Bulletin and Psychological Review for examples of literature reviews. An excellent resource on literature reviews has been developed by the Psychology Writing Center at the University of Washington; it is available at <http://web.psych.washington.edu/writingcenter/writingguides/pdf/litrev.pdf>. The resource outlines the steps necessary to write a literature review.

Questions to consider: What research has been conducted in relation to the debate? What findings have emerged from this research? Do the research findings support one view, two views, or multiple views on the debate? What conclusion(s) can be drawn from the research findings? On what basis can the conclusion(s) be drawn? What theoretical and/or methodological strengths and weaknesses characterize research to date?

3. Discuss the implications of the research findings that have emerged from the academic literature on the debate.

Questions to consider: Is public opinion consistent with the research findings that have emerged from the academic literature on the debate? What implications could existing research findings have for individuals of distinct gender identities, sexes, and/or sexual orientations? What implications could existing research findings have for psychotherapeutic practice, medical practice, and/or public policy? If research findings have not yet resolved the debate, how should researchers, practitioners, and/or policy makers proceed? Given the current state of the academic literature, what future research is needed?

The audience for Option A and Option B is a person who has already completed Psychology 320. Sample papers are posted on the course website. The page length and formatting requirements for Option A and Option B do not differ. The paper should be 8-12 pages in length (excluding the title page and reference section), typed, and double-spaced. A 12-point Times New Roman font and 1-inch margins must be used. Any pages beyond 12 will not be read. Papers under 8 pages will receive a 10% deduction for each page or portion of a page under the minimum page requirement (after correcting for errors in spacing, font, and margins, if necessary). A title page should be included that contains the student's name, the student's ID number, the paper option that was selected (i.e., Option A or Option B above), and a title for the paper. Sources of information that are referred to in the paper should be cited according to the guidelines provided by the American Psychological Association (i.e., APA). Students who are not familiar with these guidelines should refer to the APA Publication Manual or inquire at the UBC Library for further information. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Purdue University has also developed a useful resource on APA style, available at <https://owl.english.purdue.edu/owl/section/2/10/>. Lecture slides should be cited as follows:

In-text citation: (Assanand, date).

Example: As was noted in class (Assanand, 2015), Freud's theory

Reference section: Assanand, S. (date). Lecture number [PowerPoint slides]. Retrieved from <http://URL>

Example: Assanand, S. (2015). Lecture 13 [PowerPoint slides]. Retrieved from <http://psyclab1.psych.ubc.ca/~assanand/wp-content/uploads/2015/12/Lecture13-PDF4.pdf>

Slides from different lectures should be distinguished with lower case letters in both the in-text citation and reference section:

Example: As was noted in class (Assanand, 2015a), Freud's theory In contrast, Chodorow argued that ... (Assanand, 2015b).

Note that Wikipedia is not an appropriate source of information to cite in a paper.

The paper will be graded for content—that is, the thoroughness, accuracy, and thoughtfulness with which students completed the requirements for the paper, as described above. The paper will also be graded for style, mechanics, and formatting—that is, how well the paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and university-level academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were sources of information paraphrased appropriately and integrated effectively into your writing (e.g., listing of abstracts was avoided, if applicable)? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were sources of information cited according to APA guidelines?

Although not required, students are strongly encouraged to submit their paper topic via e-mail to the teaching assistant for approval at least 2 weeks prior to the due date for the paper. Students should provide the teaching assistant with the paper option that they selected (i.e., Option A or Option B above) and a 3-5 sentence summary of the purpose or objectives of the paper. Once the paper topic has been approved by the teaching assistant, students may begin writing the paper.

In an effort to minimize academic misconduct, the Psychology Department requires that papers be submitted to TurnItIn. TurnItIn is a service designed to detect and deter plagiarism. TurnItIn will compare students' papers to over 5 billion pages of content on the Internet and in TurnItIn's databases and generate customized "originality reports" to identify plagiarized content. These reports will be reviewed for evidence of plagiarism. See p. 13 for a discussion of the consequences of plagiarism. Papers that have not been scanned by TurnItIn prior to submission will receive a grade of "0." The electronic copy submitted to TurnItIn will be compared to the hard copy submitted in class; accordingly, students should not change the content or format of the electronic copy that they submit to TurnItIn. Further information regarding the use of TurnItIn will be provided in class.

Plagiarism occurs when individuals submit or present the work of others as their own. The Faculty of Arts has prepared a comprehensive guide on plagiarism and methods to avoid it. The guide is available at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>.

According to University policy, students may not submit the same work, or largely the same work, in two or more courses; this constitutes academic misconduct.

The due date for the paper is indicated in the Schedule of Course Topics (see p. 15). Students are expected to submit a hard copy of their paper during class on the due date. Note that the due date will not be rescheduled for students to accommodate academic workload, oversleeping, employment-related commitments, or travel. Please do not request an alternative due date for these reasons. Submission may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Submission may also be rescheduled for students who have a religious obligation that conflicts with the due date. Students who are unable to submit the paper on the due date as a result of illness must contact me before the due date or within 24 hours after the due date. The papers of students who do not contact me within 24 hours after the due date will be considered late and will receive a late penalty, as described below. Students who are unable to submit the paper on the due date as a result of a religious obligation must notify me at least 2 weeks in advance of the due date in order to be accommodated (<http://www.universitycounsel.ubc.ca/policies/policy65.pdf>). Students who submit their paper late will be penalized 10% per 24-hour period after the class period has ended on the due date. For example, students who submit their paper between 12:30PM on March 31 and 12:30PM on April 1 will receive a 10% deduction. Late papers must be handed in directly to me or the teaching assistant. Papers submitted via e-mail, in my mailbox or the teaching assistant's mailbox, or under our office doors will not be accepted. The time that the hard copy of the paper is handed in to me or the teaching assistant will be taken as the official time of submission.

Students who would like to discuss their paper with me or the teaching assistant are welcome to meet with us during our office hours or by appointment.

Community Service Learning: Up to 30 students may complete an optional community service learning (CSL) placement as part of their coursework. The purpose of the CSL placement is to provide interested students with the opportunity to extend their understanding and appreciation of gender psychology through volunteer service for or at a partner organization that addresses gender-related issues. Students who participate in the CSL component of the course will not complete Option A or Option B of the paper described above. Instead, they will complete several learning assessments related to their CSL placement. The learning assessments will comprise 20% of their course grade.

Participation in the CSL component of the course will require a substantial time commitment from students. Specifically, students will be expected to complete 30-50 hours of volunteer service for or at a partner organization; attend regularly scheduled discussion groups; submit four "articulated learning" journal entries (1-3 pages, single-spaced, each) in which they explore the academic, personal, and civic significance of their CSL experiences; and write an end-of-placement paper (7-10 pages, double-spaced) that draws upon their CSL experiences and the course content. Learning assessments for the CSL component of the course will be weighted as follows:

	Percent of Course Grade
Discussion Group Participation (minimum of two discussion groups, 1% each)	2%
“Articulated Learning” Journal Entries (four journal entries, 2% each)	8%
End-of-Placement Paper	10%

In addition, students’ workplace performance (e.g., fulfillment of deadlines, communications and correspondences, professionalism) will be evaluated by their workplace supervisor. A poor performance rating (e.g., due to negligence, misconduct) will result in a minimum of a 10% deduction (i.e., a failing grade) on the CSL component of the course.

A CSL information session will be held in class in mid-October. Students will be invited to submit a CSL application in late October. Students will be “matched” to a partner organization and interviewed by the organization in November to determine their suitability for the CSL placement. Students who are offered a CSL placement will complete their volunteer service and the learning assessments for the CSL component of the course in second term. An organizational meeting for participating students will be held on Thursday, January 14, 5:00-7:00PM, in room 2510 of the Kenny Building. Attendance at the organizational meeting is mandatory for students who complete a CSL placement. Students who are interested in participating in the CSL component of the course should mark the date and time of the organizational meeting in their calendar to ensure their availability. Please note that, in order to be eligible for a CSL placement, students must have a course grade of at least 60% at the time of application.

Students who apply for a CSL placement but later withdraw their application hinder the administration of CSL, create difficulties for the partner organizations, and deprive classmates of valuable CSL opportunities. In an effort to prevent these outcomes, a CSL application submitted by a student in first term will be taken as a contract indicating the student’s commitment to completing the CSL component of the course. Students who later withdraw their application will not be permitted to submit Option A or Option B of the paper described above; rather, they will be assigned a grade of “0” on the CSL component of the course. The CSL application requires that students sign a statement that indicates that they understand the consequence of withdrawal of a CSL application. Accordingly, students should give careful consideration to their academic workload, employment-related commitments, and social commitments in second term; students should not submit a CSL application if they are unsure of their ability to fulfill the demands of a CSL placement.

Peer Mentor Program: The peer mentors for this course (see p. 1) will offer optional tutorials for interested students to attend throughout the academic year. The purpose of the tutorials is to provide students with the opportunity to assess and explore their understanding of the course material through collaboration with classmates, under the guidance of the peer mentors. During the tutorials, students will be presented with questions related to the course content to discuss in small and large groups. Students may submit questions to the peer mentors prior to the tutorials; the peer mentors will attempt to incorporate these questions into the tutorials. In addition to tutorials, the peer mentors will hold optional workshops on

study and exam-writing strategies and paper clinics. The dates and times of the tutorials, workshops, and paper clinics will be announced in class and posted on the course website.

Participation: I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class among classmates or outside of class in discussion with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas. Students who wish to share their ideas with me outside of class are welcome to meet with me during my office hours or by appointment.

Theory and research in gender psychology are often controversial in nature. As a result, topics discussed in class may elicit diverse opinions among class members. Dialogue reflecting diverse opinions can be of great value, acting as a catalyst for thought and, sometimes, change. In order to encourage the expression of diverse opinions among class members, students are asked to share their opinions and respond to others' opinions in a respectful and nonjudgmental manner. All members of the class should feel that they have the opportunity to participate; accordingly, please refrain from dominating discussion. Courteous and considerate participation will cultivate a positive and informative classroom environment.

The “?” Bag: A bag labeled with a “?” will be available at the front desk during each class period. Students may use this bag to:

- ask questions (e.g., Have researchers assessed the validity of the Bem Sex Role Inventory in recent years? Do females diagnosed with Congenital Adrenal Hyperplasia menstruate?).
- make suggestions (e.g., When reviewing the symptoms of medical conditions discussed in class, it would be helpful if you could speak at a slower pace ...).
- leave comments (e.g., In another class, we discussed the notion of precarious manhood—the idea that men must earn manhood through formal and informal displays of masculinity. I found this interesting because ...).

The purpose of the “?” bag is to provide an additional mode of communication for students. Students may submit a question, suggestion, or comment anonymously. Nevertheless, I encourage students to provide their name and e-mail address. If I am not able to address a student's question, suggestion, or comment in class, I will respond directly via e-mail.

Missed Classes and Student Contacts: Students who are unable to attend a class session should obtain notes for the missed material from a classmate. In order to facilitate this process, students may want to acquaint themselves with classmates early in the course. Students may record contact information for classmates below.

Contact 1	Contact 2
Name:	Name:
Contact information:	Contact information:

E-Mail Correspondence: E-mail inquiries will be answered within 48 hours of receipt (not including weekends). E-mail inquiries should be limited to one question; students who have multiple questions should visit during office hours or schedule an appointment to meet with me, the teaching assistant, or a peer mentor. For questions related to course content, students should attempt to explain their current understanding of the material in the e-mail (which will be affirmed or corrected). Note that e-mails may not be answered the day before an exam; please plan accordingly.

Laptop Use: The use of a laptop in class is an effective means by which to take notes and record comments related to course content. However, some students use a laptop in class to “surf” the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities distract those in adjacent seats and interfere with their efforts to learn. For this reason, all students who intend to use a laptop in class for activities unrelated to the course should sit in the back three rows of the classroom.

Requests for Adjustment of Grades and Academic Concession: Students are encouraged to review their learning assessments (e.g., exams, paper) with the teaching assistant. Requests for the adjustment of a grade must be made within 3 weeks of the posting of that grade. Most requests for adjustment can be settled directly with the teaching assistant. In cases of a dispute that cannot be satisfactorily resolved with the teaching assistant, please contact me.

Students who encounter medical, emotional, or personal problems that they believe may affect their academic performance should notify me. Under these circumstances, students may be able to obtain academic concession from the dean of their faculty. Students should discuss any extenuating circumstances with me prior to exam dates or due dates. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written or a paper has been submitted. Furthermore, the relative weight of the learning assessments will not be changed for any given student. Accordingly, students should not request that the relative weight of the learning assessments be changed or points be added to their grade to increase their standing in the course. E-mail requests of this type will not be answered. For further information on academic concession, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

Psychology Department’s Policy on Distribution of Grades: Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order

to ensure that all students are assessed fairly in relation to students in other sections of the same course and students in other courses. The target grade distribution for 300-level psychology courses requires that the mean for the class fall between 66% and 70%, with a standard deviation of approximately 13%. Accordingly, the Psychology Department may adjust the grades in this course up or down if the distribution of grades deviates substantially from the target. A student's grade is not official until it appears on the student's transcript.

Academic Misconduct: Cheating and other forms of academic misconduct are very serious concerns of the University, and the Psychology Department has taken steps to alleviate them. The Psychology Department employs software that can reliably detect cheating on multiple choice exams by analyzing the patterns of students' responses. This software will be used to analyze students' responses to the multiple choice questions on the exams in this course. In addition, as noted above (see p. 8), the Psychology Department employs TurnItIn to detect and deter plagiarism. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a "0" credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For further information on student conduct and discipline, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>) and the University Counsel's policy on student discipline (<http://universitycounsel.ubc.ca/discipline/>).

Note that, during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. An invigilator may ask a student to move due to the possible misconduct of a classmate in an adjacent seat.

Academic Accommodation: The University accommodates students with disabilities who have registered with Access and Diversity (<http://www.students.ubc.ca/access/index.cfm>). Students should notify me in advance, preferably within the first 2 weeks of the academic year, if they require accommodation on these grounds.

Withdrawal Dates: Students who wish to withdraw from this course without any record of the course on their transcript must do so by September 25, 2015. Students who wish to withdraw from this course with a withdrawal standing of "W" on their transcript must do so by November 27, 2015.

Schedule of Course Topics: The schedule provided below may be changed to accommodate class interest and discussion. Any changes will be announced in class.

TERM ONE			
Week	Class Dates	Topic	Required Reading
1	Sep. 10	• Syllabus Review	
2	Sep. 15, 17	• Introductory Concepts	Chapter 1 (p. 1-3, 7-9)
3	Sep. 22, 24	• Introductory Concepts • Research Methods	Chapter 2
4	Sep. 29 Oct. 1	• Research Methods • History of Research	Chapter 1 (p. 3-7, 9-18)
5	Oct. 6, 8	• History of Research • Gender Stereotypes	Chapter 3
6	Oct. 13, 15	• Gender Stereotypes • Biological Theories of Sex Differences	Chapter 4
7	Oct. 20, 22	• Biological Theories of Sex Differences	
8	Oct. 27, 29	• Review Class: Oct. 27 • Exam 1: Oct. 29	
9	Nov. 3, 5	• Theories of Gender Development	Chapter 5, Chapter 6 (p. 128-147)
10	Nov. 10, 12	• Theories of Gender Development	
11	Nov. 17, 19	• Theories of Gender Development • Gender Identity and Dysphoria	Chapter 6 (p. 147-150)
12	Nov. 24, 26	• Gender Identity and Dysphoria • Intelligence and Cognitive Abilities	Chapter 7
13	Dec. 1, 3	• Intelligence and Cognitive Abilities • Emotion	Chapter 8
		• Exam 2: Date to be scheduled by the Registrar's Office. Do not book travel Dec. 8 to 22 inclusive.	

TERM TWO			
Week	Class Dates	Topic	Required Reading
14	Jan. 5, 7	<ul style="list-style-type: none"> • Friendship 	Chapter 9 (p. 204-211)
15	Jan. 12, 14	<ul style="list-style-type: none"> • Friendship • Romantic Relationships • CSL Organizational Meeting: January 14, 5:00-7:00PM, Room 2510, Kenny Building 	Chapter 9 (p. 211-237)
16	Jan. 19, 21	<ul style="list-style-type: none"> • Romantic Relationships • Sexuality 	Chapter 10
17	Jan. 26, 28	<ul style="list-style-type: none"> • Sexuality • Education 	Chapter 11 (p. 278-294, 299-301)
18	Feb. 2, 4	<ul style="list-style-type: none"> • Education • Careers and Work 	Chapter 12
19	Feb. 9, 11	<ul style="list-style-type: none"> • Careers and Work 	
		• Midterm Break: February 15 to 19	
20	Feb. 23, 25	<ul style="list-style-type: none"> • Review class: Feb. 23 • Exam 3: Feb. 25 	
21	Mar. 1, 3	<ul style="list-style-type: none"> • Achievement 	Chapter 11 (p. 294-299)
22	Mar. 8, 10	<ul style="list-style-type: none"> • Physical Health 	Chapter 13
23	Mar. 15, 17	<ul style="list-style-type: none"> • Physical Health • Mental Health • Paper Topic Due Date: Mar. 17 	Chapter 14, Chapter 15 (see note below)
24	Mar. 22, 24	<ul style="list-style-type: none"> • Mental Health 	
25	Mar. 29, 31	<ul style="list-style-type: none"> • Mental Health • Exploitation, Oppression, and Violence • Paper Due Date: Mar. 31 	
26	Apr. 5, 7	<ul style="list-style-type: none"> • Exploitation, Oppression, and Violence • Equality, Equity, and Social Change 	Chapter 16
		<ul style="list-style-type: none"> • Exam 4: Date to be scheduled by the Registrar's Office. Do not book travel Apr. 12 to 27 inclusive. 	

Note: Chapter 15 discusses gender-sensitive approaches to psychotherapy. It is thorough and well-written. Accordingly, it will not be discussed in class. Nevertheless, students are responsible for reading the chapter and will be examined on its content on Exam 4.