

**The Psychology of Sex and Gender: PSYC-2420**  
**Section 001 M/W/F 9:30-10:20 Room 1M28**  
**Section 002 M/W/F 10:30- 11:20 Room 2L17**

**Fall 2018 Course Outline**

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**REQUIRED COURSE MATERIALS:**

1. *Text Book:* Bosson, J.K., Vandello, J.A., & Buckner, C.E. (2018). *The Psychology of Sex and Gender* (1st Ed.)

The textbook is available in paperback in the bookstore or eformat from amazon and vitalsource.  
The textbook is also available on reserve in the library

**Please note** I will be providing chapter 15 of the text on Nexus as some versions of the text only go up to chapter 14.

Supplemental readings may be assigned in class.

2. *Iclicker REEF 6 month access card*

**COURSE WEBSITE:** <https://nexus.uwinnipeg.ca/d2l/login>

**TEXTBOOK WEBSITE:** <https://edge.sagepub.com/bosson>

**CALENDAR DESCRIPTION:** This course examines whether and to what extent behaviours and attributes are gender-and/or sex related. The psychological literature is examined for findings pertinent to the question of female-male differences and similarities, and for indications of socio-cultural and biological factors that may explain these findings. Current social beliefs and norms concerning sex and gender are examined in the light of existing data. Prerequisite: 44.1000/6

**COURSE OBJECTIVES:** Welcome to The Psychology of Sex and Gender. The purpose of this course is, quite simply, to provide an overview of the research and theory on sex and gender in psychology.

Specific goals of the course are:

- An awareness of the hidden and obvious gender biases in the study of human behaviour and an appreciation of the complexity of the research on gender issues.
- Clarification of the nature and development of gender differences and gender roles.
- Development of critical thinking and skill in evaluating gender research as well as depictions of gender in the media and entertainment industry.
- Development of an intellectual tolerance and respect for others' viewpoints.
- Development of self-understanding and empowerment, appreciating that we need not be constrained by traditional gender roles and stereotypes.
- Consideration of and appreciation for the complexity and controversial nature of gender-related “hot” topics.

**COURSE MECHANICS:** Classes will be primarily lecture format with some class discussions, activities, videos and demonstrations where possible. Students are encouraged to attend class, critically examine information presented in class, participate in discussions, demonstrations and exercises associated with the

course, and read assigned course material. Class meetings will be used (a) to clarify, illustrate, and/or apply information presented in the text, (b) to delve more intensively into topics covered by the text, and (c) to examine material not discussed in the text. **Class meetings will not serve as mere duplications or repetitions of text material.** Your success in this course depends on attending class regularly, actively participating in class, and taking thorough notes. If you simply cannot avoid missing a class, borrow notes from a classmate.

## GRADE COMPONENTS

**1. TESTS (75%):** Tests are non-cumulative and equally weighted. Questions will be based on the textbook, lectures, films, supplementary readings, etc.

| <i>Tests</i> | <i>Tentative Chapters</i> | <i>Tentative Dates</i>   |
|--------------|---------------------------|--|
| Test 1       | 1 - 4                     | October 1  |
| Test 2       | 5 - 9                     | November 5   |
| Test 3       | 10-15                     | December 18 @ 1:30 pm (check final exam schedule, subject to change) |

Some adjustments may be made in the text material to be covered for each test. For example, not all chapters may be covered and/or chapters may be reordered and possibly tested on a different date than listed above. Announcement of changes will be made in class.

### **Please Note:**

- Bring Photo-ID to all tests as well as two sharpened pencils.
- Electronic devices (e.g. calculators, cell phones, etc.) are banned for all tests.
- All tests are property of the Psychology Department. They must be returned to the instructor or teaching assistant following review, upon penalty of course failure.
- We do not have a lot of extra lecture time so I will normally not hand back or go over tests during class time. To see your test, please arrange an appointment with me or a teaching assistant.

**Missed Tests:** A grade of 0 will be given for any test that a student fails to write. Students are entitled to a rescheduling of tests for legitimate medical or compassionate reasons (documented illness, physical injury or disability, or challenging personal circumstances beyond a student's control). To minimize the intrusion of this process into your privacy, **please note** that I do not need to know your diagnosis or other details of the illness, disability, or personal circumstances. I will also support a deferral if you must be absent due to illness, injury, or challenging personal circumstances affecting your child or others dependent on you for care or support, but this must also be documented. If you are not certain what kind of documentation to get in a particular situation, please contact me for advice. It is *your responsibility* to a) Notify me before the scheduled time for the writing of the test, or if that is not possible within 24 hours of missing the test. Please email me or if that is not possible telephone me at the University, and leave a message AND b) Provide appropriate documentation (a medical certificate from your physician; documentation from a counsellor, lawyer, advising clergy, etc.). **Please note:** Documentation must state that the student was unable to write the test on the test date.

**2. Online Quizzes (8%).** There will be a number of online multiple choice quizzes throughout the term. Quizzes and due dates will be found on Nexus. These quizzes will be based on textbook material and are designed to help you keep up with the reading and to test you on material that may not be covered in lecture. **There are no make-up quizzes, however, I will drop your one lowest quiz score.**

**3. Critical Reflection Papers (7%).** In order for you to reflect on and apply critical thinking skills to material covered in the text and lecture, you will pick 5 chapters between chapters 2-14 and for each chapter you will write a short paper that will allow you to develop these skills. You may write on any topic

as long as it is related to the chapter. More details and examples of paper topics will be given in class. These papers may be marked by a teaching assistant (with the exception of chapters 1 and 15) so if there is a particular paper that you prefer only be read by me please include a note on Nexus. There are no right or wrong answers for these papers. Papers will be checked for completeness and understanding and graded pass/fail. Papers must be typed using 12-point font, be double-spaced, have 1" margins, be a minimum of 1 page, and submitted on Nexus (if you don't know how to use Nexus please contact Nexus Support <https://www.uwinnipeg.ca/student-learning-technologies/contact-nexus-support.html> ). Papers not meeting these requirements will be given an automatic fail. References are not needed unless you go outside the text or quote directly from the text. Due dates will be posted on Nexus. Late assignments will not be accepted. In addition, you will also do a short written assignment for each of Chapters 1 and 15, however, you will be given questions to answer. These questions will be posted on Nexus.

Students sometimes groan when they hear there will be a written component to the course and so here are some of the reasons why I have included these assignments

- 1) Research has shown linking course material to your personal experiences helps you learn and better retain the material.
- 2) It allows you to practice your writing and critical thinking skills in a non-evaluative context (pass/fail).
- 3) It allows me to give you "participation" marks so your grade is not completely dependent on tests and quizzes. These are not meant to be "long" assignments or "research" papers.
- 4) It will help you keep up with the readings.
- 5) There is not a lot of time for class discussion so these papers give me insight into your thoughts and opinions and also allow you to express opinions that you may not want to share in a group context. I specifically termed these papers critical because I want students to feel it is ok to agree or to disagree and challenge material presented in lecture or the text.

**Please note: There are no alternative assignments, extra credit work, etc.** The critical reflection papers are meant as a way for students to demonstrate their knowledge outside of tests.

**4. PARTICIPATION (REEF POLLING) (10%).** Most days when the class meets, opportunities will be provided to receive credit for participating in the class. This includes actively responding to participation opportunities in class, usually by using REEF Polling ( i>clicker response system). REEF Polling participation opportunities may include expressing opinions and preferences about a topic we'll be covering in class, taking part in an in-class demonstration, or responding to questions about how well you understand a concept that has been covered in class or assigned reading. Once you have set up your REEF polling account for this course, these credits will begin to accumulate automatically when you use it in class, so remember to bring your REEF Polling Device to class every day except on test days. **Participation marks will start Wednesday Sept 12.**

Your lowest 5 participation credits will be dropped to accommodate complications of student life such as forgetting your clicker, clicking too late to be counted, or being too sick to come to class. Your participation mark will be the percentage of credits you earned on the remaining participation opportunities. To earn participation credits in class, you must be present in class AND participate. Students may not earn participation marks for each other. Operating another student's clicker to earn credits for them, or having another student do that to earn credits for you, is actually considered to be *academic misconduct*. If you are caught with a clicker device other than your own or have votes in a class that you did not attend, you and all involved parties will forfeit all clicker points and may face additional disciplinary action.

**GRADES:** Letter grades will be assigned based on the following table.

|    |         |    |        |    |        |   |        |  |
|----|---------|----|--------|----|--------|---|--------|--|
| A+ | 92-100% | B+ | 75-79% | C+ | 65-69% | D | 50-59% | Fractions will be rounded up to the next |
| A  | 86-91%  | B  | 70-74% | C  | 60-64% | F | 0-49%  | letter grade.                            |
| A- | 80-85%  |    |        |    |        |   |        |  |

These cutoffs are *tentative* and may be changed in either direction by (i) the instructor, (ii) the Departmental Review Committee, or (iii) the Senate, when circumstances warrant.

## Other University Information

1. All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).
2. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 204-786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential. See: <http://www.uwinnipeg.ca/accessibility>.
3. Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found in the 2018-2019 Undergraduate Academic Calendar, in the section, Important Notes (<https://www.uwinnipeg.ca/academics/calendar/dates.html>).
4. The dates the University is closed for holidays and when there are no classes:
  - September 3, 2018 (Labour Day)
  - October 8, 2018 (Thanksgiving)
  - November 11, 2018 (Sunday—University closed)
  - December 22, 2018—January 2, 2019 (December break)
9. Fall 2018: Reading Week October 8—October 12 inclusive
10. Avoiding Academic Misconduct: uploading essays and other assignments to essay vendor or essay trader sites (file sharing sites that are known providers of essays for use by others who submit them to instructors as their own work) involves “aiding and abetting” plagiarism. Students who do this can be charged with Academic Misconduct.
11. Avoiding Copyright Violation: Course materials are owned by the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides. Students who upload these materials to file sharing sites, or in any other way share these materials with others outside the same class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also obtain instructor/presenter permission before photographing or recording slides, presentations, lectures, and notes on the board.
12. The final date for Voluntary Withdrawal without academic penalty is November 12, 2018. *If you are considering withdrawing from this course, I encourage you to talk to me in case I can help in anyway.* Withdrawing before the VW date does not result in a fee refund.
13. Students should familiarize themselves with the Regulations and Policies section of the Course Calendar, including Senate appeals and academic misconduct (e.g. plagiarism, cheating): <http://uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf> .

ENJOY THE COURSE!

Lisa Sinclair