

# Psychology of Gender

PSY 233-DS     Fall 2022

R 2:30-4PM

Dr. Rachel N. Thomas, PhD (she/they)

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SCC 155

Student Office Hours: WF 2:45-4PM & by appointment

## Course Description:

This course is intended to introduce you to the study of gender, as socially constructed, through the lens of psychological science. You will explore the pervasive nature of gendered experiences across contexts and consider gender alongside other aspects of identity, such as race/ethnicity, sexual orientation, and social roles. Additionally, you will explore and critique historical (and current) psychological perspectives on diversity and ambiguity in gender identity/expression from a strengths-based perspective.

## Course Objectives

- ✓ Explain the complexities of studying sex and gender through a psychological lens.
- ✓ Understand the social construction of gender and the intersections between gender and other social identities (e.g., sexuality, race/ethnicity, ability status).
- ✓ Explain the multifaceted nature of gender and distinguish each aspect from others (e.g., identity vs. expression).
- ✓ Differentiate and evaluate theories of gender development alongside current research.
- ✓ Discuss the nature, development, and potential outcomes of gender stereotypes.
- ✓ Identify and describe how gender plays an important role in various aspects of the human experience (e.g., education, media, parenting, sexuality)
- ✓ Critically analyze and clarify the nature of gender differences in both research and popular assumption.
- ✓ Situate your specific understanding of gender in the psychological literature by proposing a meaningful research project or completing a final project demonstrating your synthesis and analysis of course content.

## Course Requirements

### ***Sketchnotes (SN)***

You are expected to respond to required readings each week by creating Sketchnotes. Sketchnotes can motivate your reading prior to class sessions,<sup>1</sup> as well as help you critically analyze the content you read. You can find an introduction to Sketchnotes by their developer linked on the course website. To receive full credit for your Sketchnotes, their content should go beyond simple summary to include synthesis of ideas and critical analysis.

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<sup>1</sup> Sketchnotes can motivate your reading. See Mims, L., & Whitefield, B. (2020). Having fun isn't hard: A quick fix designed to promote independent reading. *College Teaching*, 68(4), 172-175.

## Discussions

We will meet each week to discuss the topic assigned in the course schedule/on Moodle, as well as the Sketchnotes you have created for the week. Please come prepared with questions, ideas, connections, etc. Your critical analysis of the reading and illustration of that analysis in the Sketchnotes will provide a springboard for our discussions.

## Papers

Your understanding and synthesis of the content will be periodically assessed with essay-style writing assignments. You can expect 3 essay assignments over the course of the term. Details for each essay assignment can be found on Moodle and/or in the assignment instructions document(s).

## Final Project

Your learning in this course should culminate in the creation of a final project that demonstrates your understanding of gender, as situated in psychological science perspective(s). Your final project may take various forms (e.g., a research proposal, creation of a theoretical model, a presentation, a website, etc.), but no matter the format, your ability to synthesize and critically analyze course content must be apparent.

## Course Policies

### Attendance & Engagement

Your regular participation, engagement, and timeliness are important to your academic success. You are expected to engage and participate in each session, if not in person, then via another **pre-determined** method, (e.g., synchronous/asynchronous online or alternate assignment). If you feel you cannot make it to a session in person, please contact Dr. Thomas and make arrangements for alternate participation/engagement. Multiple unexcused absences/no-shows may result in grade reduction.

### Evaluation & Grading

Your grade is determined by the number of points you earn on all assignments. Details related to assignment point values can be found in assignment description/instruction documents, available on Moodle. Below you can find a general breakdown of the points available in the course along with the course grading scale.

<i>Item</i>	<i>Point Value</i>	<i>% of Grade</i>
<i>Sketchnotes (10)</i>	100	25%
<i>Discussions (10)</i>	100	25%
<i>Papers (3)</i>	100	25%
<i>Final Project</i>	100	25%
<b><i>Totals</i></b>	400	100%

<b>A</b>	372+ points
<b>A-</b>	360 – 371 points
<b>B+</b>	348 – 359 points
<b>B</b>	332 – 347 points
<b>B-</b>	320 – 331 points
<b>C+</b>	308 – 319 points
<b>C</b>	292 - 307 points
<b>C-</b>	280 – 291 points
<b>D+</b>	268 – 279 points
<b>D</b>	252 – 267 points
<b>D-</b>	240 – 251 points
<b>F</b>	<240 points

## ***Make-Up and Late Work***

All assignments must be turned in on time. No late work will be accepted without ***prior*** approval. If an emergency or extenuating circumstance arises, including unforeseen illness, please contact me as soon as possible. Extensions may result in grade penalties for lateness.

## ***Academic Integrity***

As stated in the Hanover College Principles, students, faculty, staff, and trustees of Hanover College seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. This includes a commitment to academic integrity. Violations of academic integrity have a broad impact on the College and will result in College review and action.

Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. Cheating and plagiarism are the most common forms of academic misconduct. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

## ***Communication***

Course communications will occur via Hanover email, Moodle announcements, and/or Microsoft Teams. Students are expected to log in to Moodle and check their Hanover email/Microsoft Teams regularly. To contact Dr. Thomas, please send an email to [thomasra@hanover.edu](mailto:thomasra@hanover.edu). Please use professional salutations and language in your email communications (see below). Dr. Thomas typically responds to messages within 24 hours, excluding weekends and holidays.

### ***Professional Email 101***

<p><b>Subject:</b> PSY 220 autobiography assignment</p> <p>Hi Dr. Smith,</p> <p>I have looked through the syllabus and Moodle and have a question about how to report a chi-square. Would this be reported in-text or in a table?</p> <p>Thank you, Emily</p>	<p>← Always include a subject in your email. <b><u>Identify the course (e.g., PSY 220) in the subject line.</u></b></p> <p>← Always include a salutation in your email. Always address your professor by using their professional title (e.g., Dr. Smith or Professor Smith). You should not address a professor by their first name unless they have told you that they prefer to be addressed this way. <b>Similarly, the following titles are inappropriate to use when addressing your professor: Mr./Ms. (unless explicitly stated as preferred), Mrs., Miss, and “hey”.</b></p> <p>← Be sure to read the syllabus and course documents carefully before emailing your professor. You might find the answer to your question in the syllabus.</p> <p>← Keep your email concise. Do not use all-caps, multiple exclamation points (including “?!?”), or text-speak (e.g., omg, duh, lol).</p> <p>← Always include a closing in your email. Examples of professional closings include the following: <i>thank you, best, best wishes, respectfully, and sincerely.</i></p> <p>← Always send emails from your Hanover email account.</p> <p>← Allow up to 24 hours for a response, and 48 hours over the weekend.</p>
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## ***Anticipating Change***

Teaching and learning are organic and dynamic, so sometimes changes are necessary. We will always adhere to the policies of the College and engage in practices aimed at equity and inclusion for all students. This syllabus is not meant to provide a comprehensive description of course policies, content, or schedule.

*Other College-related policies can be found on the course website.*

A final note from Dr. Thomas...

The field of gender science is broad and full of multidimensional perspectives. It lends itself to interdisciplinary scholarship and practice, but in order to obtain a comprehensive grasp on human development, you must approach it with an understanding that a multiplicity of voices and views comprise it. You will learn the most and best synthesize your learning when you approach it expecting *new* and *varied* information.

In this course, new and varied information may include discussion of sensitive topics such as mental illness, child/elder abuse, sexual violence, eating disorders, oppression of minoritized identities, suicide, and more. If you discover that this subject matter introduces emotional distress, please contact Hanover College Counseling Services for further support.

<https://www.hanover.edu/studentlife/services/counseling/>

Not only in discussions of sensitive topics, but in every class session, you are expected to interact professionally. To effectively interact with others in a professional capacity requires an awareness of self and others; this course offers opportunities for you to gain greater insight into your own personal and professional experiences as well as the experiences of others. Class activities, interactive lectures, and discussions are intended to provide a space for you to reflect, share, and develop deeper understanding of human experience through the lens of psychology. Consequently, it is very important that you remain open to differing views, actively participate in class sessions, and demonstrate respect for the diverse experiences of others.

As your professor I commit to honoring diverse human experience in our course, and that includes your lived experiences. I value the perspectives of individuals from all backgrounds, including reflecting the diversity of our students. I broadly define diversity to include race, gender identity and expression, national origin, ethnicity, religion, social class, age, sexual orientation, political background, body shape and size, and physical and learning ability. I strive to make our class sessions and meeting space a safe place for you and your classmates, and I hope you do as well. If you notice ways that I can improve, please let me know.

Here's to a fantastic semester! I'm excited to have you in class this semester! My office is a safe space.

Sincerely,

A handwritten signature in black ink that reads "Dr. Thomas". The script is cursive and fluid, with the first letters of "Dr." and "Thomas" being capitalized and prominent.

Dr. Thomas

# Campus Resources

Your success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and *before it becomes unmanageable*. Please also know that there are a number of other support services on campus that stand ready to assist you; e.g., [Gladish Center for Teaching and Learning](#), Accessibility Services, Counseling Services, Health Services (x-6102), Chaplain, [Levett Career Center](#), Campus Safety. Resources and scheduling/contact information are available by logging in to [MyHanover](#).

Hanover College is committed to creating an inclusive, accessible learning environment for all students. If you anticipate or experience any physical or academic barriers to learning in this class related to a documented disability, contact the instructor and [Accessibility Services](#) office located in the Gladish Center for Teaching and Learning in the Duggan Library, by emailing [seaver@hanover.edu](mailto:seaver@hanover.edu) or phone 812-866-6836 to schedule an appointment.

## Health Services

Christy-Ownbey, CPNP-PC, Director of Health Services  
866-7082 or [ownbey@hanover.edu](mailto:ownbey@hanover.edu)

## Counseling Services

Catherine LeSaux, LCSW, Director of Counseling Services  
866-7399 or [lesaux@hanover.edu](mailto:lesaux@hanover.edu)

Sara Crafton, LMHC, Staff Counselor  
866-7074 or [crafton@hanover.edu](mailto:crafton@hanover.edu)

## Chaplain's Office

Reverend Catherine Y. E. Knott, Th. M.  
866-7087 or [knott@hanover.edu](mailto:knott@hanover.edu)

## Gladish Center for Teaching and Learning

Katy Lowe Schneider, Director & Associate Dean for Student Success  
866-7215 or [lowe@hanover.edu](mailto:lowe@hanover.edu)

## Levett Career Center

Margaret Krantz, Senior Director of Career & Professional Development  
866-7126 or [krantzm@hanover.edu](mailto:krantzm@hanover.edu)

Hanover College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Hanover College prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Gladish Center for Teaching and Learning at 812-866-6840. For other discrimination complaints, including any arising under Title IX, contact the Title IX Coordinator at 812-866-6740 or the Deputy Title IX Coordinator at 812-866-7097.

### **Bibliography of Readings\*\***

Fixmer-Oraiz, N., & Wood, J. T. (2019). Gendered lives: Communication, gender, & culture. 13<sup>th</sup> edition. Cengage. [referred to in schedule at "FO"]

Else-Quest, N. M., & Shibley Hyde, J. (2022). The psychology of women and gender: Half the human experience+. 10<sup>th</sup> edition. Sage. [referred to in schedule as "EQ"]

Lumenglas (2008). Gendered Research. Slideshare. Accessed from:

[https://www.slideshare.net/maamlumanglas/gender-research-methods?from\\_action=save](https://www.slideshare.net/maamlumanglas/gender-research-methods?from_action=save)

**\*\*Complete bibliography of readings will be made available on Moodle/in course meetings.**

### **Course Schedule**

Week	Date	Topic	Assignments
1	9/1	Introduction to Course	
2	9/8	Sketchnotes & Syllabus	
3	9/15	Researching Gender	SN 1
4	9/22	Theories of Gender Development	SN 2
5	9/29	Transgender Identity	SN 3 Paper 1
6	10/6	<i>Fall Break</i>	
7	10/13	Gender Differences & Similarities	SN 4
8	10/20	Gendered Attitudes	SN 5
9	10/27	Gender and... [intersectionality]	SN 6
10	11/3	Sexual Orientation and Gender	SN 7 Paper 2
11	11/10	Gendered Media	SN 8
12	11/17	Gendered Education	SN 9
13	11/24	<i>Thanksgiving Break</i>	
14	12/1	Gendered Parenting	SN 10 Paper 3
15	12/8	Finals Week	Final Project