

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

Winter Session, 2012-2013  
Section 002  
Monday/Wednesday/Friday, 10:00-11:00AM  
Room A101, Buchanan Building

**Instructor**

Dr. Sunaina Assanand (“Sue-nay-nah Ass-an-and”)

Office: Room 2517, Kenny Building

E-mail: [assanand@psych.ubc.ca](mailto:assanand@psych.ubc.ca)

Phone: 604.822.2851

Office Hour:

Term 1 Tuesday, 1:30-2:30PM

Term 2 Friday, 1:30-2:30PM

**Teaching Assistants**

Term 1

Jacqueline-Marie Ferland

TA for students with last names *A-M*

Office: Room 3514, Kenny Building

E-mail: [jmferland@psych.ubc.ca](mailto:jmferland@psych.ubc.ca)

Phone: N/A

Office Hour: Wednesday, 11:30AM-12:30PM

Morag Yule

TA for students with last names *N-Z*

Office: Room 1910, Kenny Building

E-mail: [moragy@gmail.com](mailto:moragy@gmail.com)

Phone: N/A

Office Hour: Wednesday, 11:30AM-12:30PM

Term 2

David King

TA for students with last names *A-M*

Office: Room 2514, Kenny Building

E-mail: [dbking11@psych.ubc.ca](mailto:dbking11@psych.ubc.ca)

Phone: N/A

Office Hour: Wednesday, 11:30AM-12:30PM

Morag Yule

TA for students with last names *N-Z*

Office: Room 1910, Kenny Building

E-mail: [moragy@gmail.com](mailto:moragy@gmail.com)

Phone: N/A

Office Hour: Wednesday, 11:30AM-12:30PM

**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 we will consider in this course are gender and sex diversity; research methods; gender stereotypes; gender development; gender identity; 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* bias 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.
- *identify* 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.

The aim of this course is 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, 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 active, in-class discussion. In addition, students must complete assigned readings from the textbook. In order to maximally benefit from class time, students are strongly encouraged to 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 materials on the website, you will require the following password: \_\_\_\_\_ . Lecture slides will be posted on the course website after each class period. Although the slides will provide a relatively comprehensive review of the lecture material, you may be examined on points that are discussed in class that are not presented in the slides. Grades will be posted on the course website by student number. I will notify the class via e-mail when I have posted grades on the course website.

On the course website, you will find 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. You are not required to view or read these resources; rather they are for your interest and reflection. I encourage you to send me relevant finds that you think would be of interest to your classmates; if appropriate, I will post them on the webpage. Extras for Your Interest will be updated periodically.

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

Note that you may occasionally encounter a discrepancy between the material presented in the textbook and the material presented in class (e.g., American statistics vs. Canadian statistics). In the case of a discrepancy, please rely upon the material presented in class for the purpose of exam preparation.

**Evaluation:** The graded requirements for this course will be weighted as follows:

October Midterm Exam:	20%
December Exam:	20%
February Midterm Exam:	20%
April Exam:	20%
Paper:	20%

**Exams:** Students will write four exams, each of which will comprise 20% of their final grade. 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. Accordingly, please bring an HB pencil and an eraser to each exam to allow for completion of the scantron form. 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 the 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.

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.

Exam dates are indicated in the Schedule of Course Topics (p. 14-15). Note that exams will not be rescheduled for students to accommodate academic workload, 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 religious obligations that conflict with an exam date. If you are unable to write an exam as a result of illness, please 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. If you are unable to write an exam as a result of religious obligations, please notify me within the first 2 weeks of class. If you are permitted to write a makeup exam, you must contact the Teaching Assistant to schedule an exam date within the shortest time period possible. Note that the content and/or format of the makeup exam may differ from the exam that was administered in class.

Paper: Students will write one paper, which will comprise 20% of their final grade. 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 the role of gender in the life of 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. Note that, for each task, students need not address all of the "*Questions to consider*" and may consider questions beyond those listed below.

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 and/or models 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 any

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 in 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 self-concept, 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 or in the textbook.

Students should work on the paper throughout the course, applying topics discussed each week to the subject that they have selected. In addition to facilitating the completion of the paper, this will give students consistent practice in the application of the material that we consider. Although it is not necessary for students to use resources beyond the lecture material and textbook, students are encouraged to cite additional resources to strengthen their paper.

#### 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 select a debate that is of interest to them and examine the academic literature related to that debate. The debate may be prevalent in popular culture and/or the academic literature. Examples of debates that students may consider are:

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

*Are sex differences in cognitive abilities (e.g., verbal ability, mathematical ability) the product of biological or social factors?*

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

*Does pornography reduce the incidence of rape?*

*Is the wage gap between males and females justified?*

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

*Are females or males more likely to perpetrate intimate partner violence?*

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

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

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

*Who benefits more from marriage—men or women?*

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

*Should fetal sex selection be legally prohibited?*

*Should gender identity disorder be removed from the DSM?*

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. Note that, for each task, students need not address all of the “*Questions to consider*” and may consider questions beyond those listed below.

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 assess the academic literature on the debate. Students may use varied sources of 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 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 information used to works published in the last 5 to 10 years.

*Questions to consider:* What research has been conducted in relation to the debate? What findings have emerged from this research? What conclusion(s) can be drawn from the research findings? Do the research findings support one view, two views, or multiple views on the debate? Are there methodological problems associated with existing research?

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?

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. A title page should be included that contains your name, your student number, the paper option that you selected (i.e., Option A or Option B above), and a title for your paper. Any sources of information that are referred to in your paper should be referenced according to the guidelines provided by the American Psychological Association (APA). If you are not familiar with these guidelines, please refer to the APA Publication Manual or inquire at the University 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>. Lecture slides should be cited as follows:

In-text citation:

(Assanand, date).

Example: As was noted in class (Assanand, 2012), Freud's theory ....

Reference section:

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

Example: Assanand, S. (2012). Lecture 11 [PowerPoint slides]. Retrieved from <http://psyclab1.psych.ubc.ca/~assanand/wp-content/uploads/2012/12/Lecture11-PDF4.pdf>.

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, 2012a), Freud's theory .... In contrast, Chodorow argued that ... (Assanand, 2012b).

Please note that Wikipedia is not an appropriate source of information to cite in your paper.

The paper will be graded for content—that is, the thoroughness, accuracy, and thoughtfulness with which you completed each of the three tasks required for the paper. The paper will also be graded for style, mechanics, and formatting—that is, how well your 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 academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were all sources of information referenced according to APA guidelines?

Paper topics must be submitted to the Teaching Assistant via e-mail at least two weeks prior to the due date. Please provide the Teaching Assistant with the paper option that you

selected (i.e., Option A or Option B above) and a 3-5 sentence summary of the purpose or objectives of your paper. Once your paper topic has been approved by the Teaching Assistant, you may begin writing the paper.

All papers must be scanned by “TurnItIn” prior to submission. TurnItIn is a service designed to detect and deter plagiarism. Through this service, students’ papers are scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn’s own proprietary databases. The results of comparisons are compiled into customized “Originality Reports” that contain several measures of plagiarism. These reports are forwarded to instructors. Details regarding the use of TurnItIn will be provided in class the week prior to the due date. Papers that have not been scanned by TurnItIn prior to submission will not be graded and will receive a grade of “0.” It is the responsibility of the student to ensure that his or her paper is submitted to TurnItIn by the due date. The electronic copy submitted to TurnItIn must be identical to the hard copy submitted in class; do not change the content or format of the document. The electronic copy submitted to TurnItIn will be compared to the hard copy submitted in class; discrepancies may constitute academic misconduct.

The due date for the paper is indicated in the Schedule of Course Topics (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, 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 religious obligations that conflict with the due date. If you are unable to submit the paper on the due date as a result of illness, please 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 of the due date will be considered late and will receive a late penalty, as described below. If you are unable to submit the paper on the due date as a result of religious obligations, please notify me within the first 2 weeks of class. If your paper is submitted late, you will lose 10% per 24-hour period after the class period has ended on the due date. For example, students who submit their paper between 11:00AM on April 3 and 11:00AM on April 4 will receive a 10% deduction. Late papers must be handed in directly to me or the Teaching Assistant. Papers submitted via e-mail, left in my mailbox or the Teaching Assistant's mailbox, or left 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 hand-in time.

If you would like to discuss your paper with me or the Teaching Assistant, please feel free to meet with us during our office hours or by appointment.

**Optional Community Service Learning Placement:** Up to 40 students may choose to complete a community service learning (CSL) placement for the course. 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 at a local



organization that deals with gender-related issues. Students who participate in the CSL component of the course will not complete the paper described above. Instead, they will complete several graded requirements related to their CSL placement; these graded requirements will comprise 20% of their final grade in the course. The CSL component of the course will require a substantial time commitment from students. Specifically, students will be expected to complete 25-50 hours of volunteer work for or at a community partner organization; attend regularly scheduled discussion groups; submit four “articulated learning” (AL) journal entries in which they explore the academic, personal, and civic significance of their CSL experiences; and write a 7-10 page paper at the end of their placement that draws upon their CSL experiences and the course content. The graded requirements for the CSL component of the course will be weighted as follows:

Discussion group attendance:	2%
AL journal entries:	8%
End of placement paper:	10%

In addition, students’ work-place performance (e.g., fulfillment of deadlines, communications and correspondences, professionalism) will be evaluated by their work-place supervisor. A poor performance rating will result in a failing grade for the CSL component of the course.

A CSL information session will be held in class in mid October. Students will be invited to submit an application for a CSL placement in late October. Students will be “matched” to an organization and interviewed by the organization in November. Students who are offered a CSL placement will complete their volunteer work for the organization and the graded requirements for the CSL component of the course in second term. The expectations for the graded requirements will be discussed with students who complete this component of the course at an organizational meeting on Thursday, January 10, 5:00-6:30PM, in room 2510 of the Kenny Building. Attendance at the organizational meeting is mandatory for students who complete a CSL placement. Please mark the date and time of the organizational meeting in your calendar if you are interested in participating in the CSL component of the course.

Students who apply for a CSL placement but later withdraw their application hinder the administration of this component of the course, create difficulties for the organizations that partner with our course, and deprive classmates of valuable CSL opportunities. In order to prevent this, 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 in second term. Students who later withdraw their application will not be permitted to submit Option A or B of the paper described above; rather, they will be assigned a grade of “0” on this component of the course. Accordingly, please give careful consideration to the demands of the CSL position and your academic workload, employment-related commitments, and social commitments in second term before you submit an application for a CSL placement. Do not submit an application if you are unsure of your ability to complete a CSL placement.

**Participation:** I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class among your 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. If, however, you would prefer to share your ideas with me outside of class, you are welcome to see me during my office hours or by appointment.

Theory and research in gender psychology are often controversial in nature. As a result, the topics that we discuss in class may elicit diverse opinions among class members. Dialogue regarding 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. Each member of the class should feel that she or he has the opportunity to participate; accordingly, please refrain from dominating opportunities for discussion. Courteous and considerate participation will foster a positive and informative classroom environment.

Students are expected to attend all class sessions, arrive to class on time, and remain in class until the session has ended.

**Peer Learning Community:** A peer learning community is an intentional and purposeful grouping of students who participate in a course together. The purposes of a peer learning community are numerous: to create a network of students who mentor one another outside of class; to provide students with the opportunity to engage in peer instruction; to expose students to diverse ideas and individuals; and to foster friendships among students. If you are interested in participating in a peer learning community for this course, please e-mail Morag Yule (moragy@gmail.com) by September 17. Morag and I will create an e-mail list to introduce interested students to one another. Through both terms of the course, I will make announcements for the peer learning community in class.

**The “?” Box:** A box labeled with a “?” will be available at the front desk during each class period. Students may use this box 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 males must earn manhood through formal and informal displays of masculinity. I found this interesting because ....).

The purpose of the “?” box is to provide an additional mode of communication between you and me. You may submit a question, suggestion, or comment anonymously. However, I

encourage you to provide me with your name and e-mail address. If I am not able to address your question, suggestion, or comment in class, I will respond to you directly via e-mail.

**Missed Classes and Student Contacts:** If you are unable to attend a class session, you should obtain notes for the missed material from a classmate. In order to facilitate this process, you may want to acquaint yourself with classmates early in the course. Please take this opportunity to introduce yourself to two classmates in adjacent seats. If you are comfortable sharing contact information, you may write the information 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 or the Teaching Assistant. For questions related to course content, students should try 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, so please plan accordingly.

**Laptop Use:** The use of laptops in class is an effective means by which to take notes and record comments related to course content. However, some students use laptops in class to “surf” the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and can interfere with their efforts to focus on course content. For this reason, all students who intend to use their laptop in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom.

**Requests for Adjustments of Grades and Academic Concession:** You may review your exams and/or paper with the Teaching Assistant. Requests for the adjustment of a grade must be made within 4 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.

During your time in this course, if you encounter medical, emotional, or personal problems that you believe may affect your performance on an exam or the paper, please notify me. You may be able to obtain academic concession from the Dean of your faculty. Please discuss any extenuating circumstances with me prior to exam dates or the paper due date. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written or the paper has been submitted. Furthermore, the relative weight of the exams and/or paper will not be changed for any given student. Accordingly, please do not e-mail me to request that I change the relative weight of the course requirements for you or add percentage points to a grade in order to increase your final standing in the course. 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 to 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, students should note that the Psychology Department may adjust the final 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 academic record.

**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 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, the Department employs TurnItIn in order to detect and deter plagiarism. The UBC Calendar defines plagiarism as a form of academic misconduct in which an individual submits or presents the work of another person as his or her 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>. Please note that students may not submit the same work, or largely the same work, in two or more courses. According to University policy, such action constitutes academic misconduct.

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/>).

Please note that, during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. An invigilator may ask you 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>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

**Withdrawal Dates:** If you wish to withdraw from this course without any record of the course on your transcript, you must do so by September 21, 2012. If you wish to withdraw from this course with a withdrawal standing of "W" on your transcript, you must do so by November 23, 2012.

**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	Topic	Required Reading
September 3	Syllabus Review Introductory Concepts	Chapter 1 (p. 1-3, 7-9)
September 10	Introductory Concepts	
September 17	Introductory Concepts Research Methods	Chapter 2
September 24	Research Methods History of Research in Gender Psychology	Chapter 1 (p. 3-7, 9-18)
October 1	History of Research in Gender Psychology Gender Stereotypes	Chapter 3
October 8	Gender Stereotypes	
October 15	Biological Theories of Sex Differences	Chapter 4
October 22	Biological Theories of Sex Differences <i>Midterm Exam:</i> <i>Part A: October 24 (multiple choice questions)</i> <i>Part B: October 26 (extended response questions)</i>	
October 29	Gender Development: Psychodynamic, Neoanalytic, Social Learning, Cognitive Theories	Chapter 5, Chapter 6 (p. 128-147)
November 5	Gender Development: Psychodynamic, Neoanalytic, Social Learning, Cognitive Theories	
November 12	Gender Development: Psychodynamic, Neoanalytic, Social Learning, Cognitive Theories	
November 19	Gender Development: Psychodynamic, Neoanalytic, Social Learning, Cognitive Theories Gender Identity Disorder Intelligence and Cognitive Abilities	Chapter 6 (p. 147-150) Chapter 7
November 26	Emotion	Chapter 8
	<i>December Exam:</i> <i>Date to be scheduled by the Registrar's Office. Do not book travel during the examination period, December 5 to 19.</i>	

TERM TWO		
Week	Topic	Required Reading
December 31	Friendship	Chapter 9 (p. 204-211)
January 7	Friendship Romantic Relationships <i>CSL Organizational Meeting: January 10, 5:00-6:30PM, Room 2510, Kenny Building</i>	Chapter 9 (p. 211-237)
January 14	Romantic Relationships	
January 21	Sexuality	Chapter 10
January 28	Education	Chapter 11 (p. 278-294, 299-301)
February 4	Careers and Work	Chapter 12
February 11	<i>Midterm Exam: Part A: February 13 (multiple choice questions) Part B: February 15 (extended response questions)</i>	
February 18	Midterm Break: February 18 to 22	
February 25	Achievement	Chapter 11 (p. 294-299)
March 4	Physical Health	Chapter 13
March 11	Physical Health Mental Health	Chapter 14, Chapter 15 (Note: Chapter 15 will not be discussed in class but will be assessed on the April exam.)
March 18	Mental Health <i>Paper Topic Due Date: March 20</i>	
March 25	Mental Health Exploitation, Oppression, and Violence	
April 1	Exploitation, Oppression, and Violence Equality, Equity, and Social Change <i>Paper Due Date: April 3</i>	Chapter 16
	<i>April Exam: Date to be scheduled by the Registrar's Office. Do not book travel during the examination period, April 10 to 24.</i>	