



PSYC-320A-921

Psych. of Sex Differences

by David King, PhD

Tuesdays/Thursdays 11:00 AM to 2:00 PM (Online via Canvas)

This course provides an introduction to the scientific study of sex and gender *in psychology*. Topics include sex and gender diversity; psychological differences between males and females; social and biological factors in gender; gender development; stereotypes and sexism; gender cognition; sexual orientation and sexuality; interpersonal relationships; gender and health; and aggression and violence. While these topics are relevant to other disciplines, the purpose of this class is to provide a **psychological** perspective. Students who successfully complete this course will be able to discuss research on gender and sex differences, compare theoretical perspectives on gender, and consider the individual and social implications of gender, including the role of gender in their lives. This course is NOT designed for any one person or group; instead, it is intended for all people equally, regardless of sex, gender, or gender identity. Accordingly, research addressing both women and men, as well as diverse gender and sexual identities, will be examined without any preference or priority. Students will be encouraged to think about ever more inclusive ways of conceptualizing sex and gender.



YOUR INSTRUCTOR David King, MSc, PhD (he/him/his)

Email: dbking11@psych.ubc.ca

Skype: Find me by using my UBC email address (noted above).

Website: www.davidbking.net | Blog: thestateofus.net

Virtual Office Hours: Tuesdays/Thursdays 1:30 – 2:00 pm, or by appointment, **via Skype**. Call me any time during these hours, or email me in advance to set up a Skype (or phone) meeting!

TA. Faith Jabs

faith.jabs@psych.ubc.ca

TA. Ellen Jopling

ellen.jopling@psych.ubc.ca

TA. Cathy Zhang

cathyxijuan@psych.ubc.ca

For Skype appointments with TAs, please email them directly. See course website for TA assignments.

REGARDING EMAIL: Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-320A-921). **Please allow 24 hours for a reply (48 hours on weekends & holidays)!**

COURSE FORMAT

This course will be structured primarily around textbook readings and PowerPoint/lecture content, which is intended to summarize and expand upon textbook readings. PowerPoint/lecture content will be posted online and must be read in addition to the assigned textbook readings, as **exams will test content from BOTH readings and lectures** (each of which will include content not tested in the other). Video files of lectures with instructor voice-over for each lecture will also be made available in advance of scheduled class time (see **Media Gallery** on Canvas). All lecture files (including videos) will be posted no later than 5:00 pm before the day of the respective lecture. Readings and PowerPoint/lecture topics are indicated on the **course schedule** (see 2nd last page of syllabus). This schedule should be your primary resource for staying organized in this course.

Scheduled class time on Tuesdays and Thursdays (excluding exam days) should be used as follows:

11:00 am – 12:30 pm: Use this time to watch the pre-recorded video of the day's lecture with voice-over.

12:30 pm – 1:30 pm: Participate in our after-lecture discussion on **Collaborate Ultra** (optional but encouraged).

1:30 pm – 2:00 pm: Feel free to “drop in” to my virtual office hours on Skype for one-on-one meetings.

COURSE WEBSITE: This course uses *Canvas* (<http://canvas.ubc.ca>) to make important class announcements, facilitate online discussions, post PowerPoint/lecture/video files, administer exams, publish grades, and supply other relevant materials to students. Please ensure that you are registered on Canvas.

COURSE MODULES: Material will be presented in 10 modules, each of which will correspond to a single lecture. For organizational purposes, see the course schedule in the syllabus and the **Modules** tab on Canvas.

REQUIRED READING – YOUR TEXTBOOK

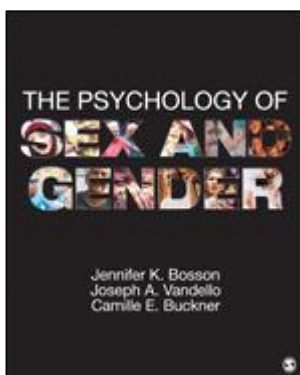
The Psychology of Sex and Gender

by Jennifer K. Bosson, Joseph A. Vandello, & Camille E. Buckner (1st Edition, 2019, Sage Publications)

There are 2 formats to choose from, depending on your preference and needs...

1. Paperback Edition: ISBN 9781506331324

2. Electronic Edition: ISBN 9781506331331*



*Given the current COVID-19 (coronavirus) situation and the transition to online course delivery, the UBC Bookstore is recommending that students use electronic editions of textbooks wherever possible. Shipments and deliveries of paperback editions may be significantly delayed (or not possible). However, in terms of course delivery, the paperback edition is entirely fine (if you can find it).

See the publisher's website here: <https://us.sagepub.com/en-us/nam/the-psychology-of-sex-and-gender/book248478>

STUDY RESOURCES: The **Student Study Site** for the textbook includes learning objectives, flashcards, videos and multimedia resources, and more. It can be accessed here: <https://edge.sagepub.com/bosson>

ADDITIONAL READING: If you're looking for further introductory reading on the topic of gender, I recommend the book **A Guide to Gender: The Social Justice Advocate's Handbook** (ISBN 9780989760249) by S. Killermann.

COURSE EVALUATION *Students are expected to complete...*

3 Exams (1 exam per unit; to be completed by deadlines indicated) — **60% of final grade (20% each)**

See section on *'Unit Exams'* for additional details and requirements.

3 Debate Critiques (1 debate critique must be submitted per unit) — **15% of final grade (5% each)**

See section on *'Debate Critiques'* for additional details and requirements, including deadlines.

Brief Literature Review (to be submitted by deadline in syllabus) — **25% of final grade**

See section on *'Brief Literature Review'* for additional details and requirements.

3 Unit Exams (60%) + 3 Debate Critiques (15%) + Brief Review (25%) = Final Grade
+ up to 3 bonus points for participating in HSP research (optional; see section on *'Extra Credit'*)

UNIT EXAMS

There are **3 equally-weighted, non-cumulative exams in this course, each worth 20% of your final grade. Each exam corresponds to one course unit and will test only material from that unit.** See the course schedule on the 2nd last page of this syllabus for the dates of Exams 1 and 2. Exam 3 will be scheduled by the university (it is up to you to ensure that you are available during this period; final exam dates are announced mid-term). In all 3 cases (including the final exam), students will have the entire 24-hour period on the day of the scheduled exam to begin the exam, which will be completed and submitted electronically on Canvas (see the **Quizzes** menu tab in Canvas). **You will have 1 hour to complete each exam once you begin.**

Each exam will consist of 40 multiple choice questions to be completed in the allotted time. These questions will be based on both textbook and lecture material from the respective unit. The purpose of the lecture and video files is to explain and expand upon the textbook readings. Although there will be overlap between the two sources, there will also be material that will be covered in one that is not covered in the other. For instance, there may be textbook content not discussed anywhere else.

ON EXAM DAY: At any time during the 24-hour period of the scheduled exam date, you must log in to Canvas, click on the **Quizzes** tab in the course homepage, and then click on the appropriate exam link (e.g., "Unit 1 Exam"). Once you start, you will have 1 hour to complete the exam. **IMPORTANT: Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver/British Columbia Time). Students in other time zones should make the appropriate adjustments in order to ensure that the exam is completed by 11:59 PM Pacific Standard Time (PST).** Respondus LockDown Browser will be enabled for all exams. This feature locks your web browser during the exam in order to prevent access to other programs and search engines, as well as the use of screen capture software. **All students must complete the practice quiz in advance of Exam 1 in order to ensure that any issues with Canvas and/or LockDown Browser are resolved in a timely manner. (It is your responsibility to ensure that everything is working properly in advance of all exams! Multiple attempts for the practice quiz are allowed.)** **If you experience technical issues during an exam, please email me immediately with as much information as possible, and we will try to resolve things in a timely manner.**

MISSING AN EXAM: Exams will be available to complete on published dates only. Exceptions will be made in cases of medical or health-related issues, certain conflicting responsibilities, and other emergency situations. For policies regarding in-term academic concessions, including a list of eligible circumstances, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

Note that for health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing health challenges during the term, you should seek support from your Academic Advising Office. **If you are unable to write an exam due unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam. If it is your first occurrence, you must also complete and submit a self-declaration form here:** <https://students.air.arts.ubc.ca/academic-concession-form>. Accommodations will also be made for students with religious obligations that conflict with an exam, but this must be brought to my attention as early as possible. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to other exams and/or course assignments.

EXAM GRADES: Exam grades will be made available on Canvas as soon as possible (typically within 48 hours of the scheduled exam date). Additional feedback regarding exam performance can be provided upon request.

DEBATE CRITIQUES

You are required to submit 3 'debate critiques' over the course of the term (1 debate critique must be submitted for each unit of the course according to the deadlines indicated in the course schedule). **Debate critiques are not meant to be summaries of course material. Rather, they are intended to encourage critical thinking about specific topics, debates, and conversations in the study of sex and gender.** You will notice that each chapter of your textbook includes an overview of a debate that is relevant to the respective chapter's content. These debates appear in highlight boxes titled, "Debate" (there is one per chapter). Following an overview of the debate, both sides are then briefly discussed. For each unit of the course, you must choose any one debate from a chapter that is assigned in the respective unit. So for Unit 1, you may choose a debate from Chapters 1 through 4; for Unit 2, from Chapters 5 through 9; and for Unit 3, from Chapters 10 through 14. Then you must 'pick a side' of the debate you choose and support your position in a brief write-up/critique on Canvas. Each debate critique must be between 250 and 500 words.

Debate critiques must involve more than simply stating your *opinion*. Rather, the goal should be to demonstrate critical thinking and reasoning about the particular debate in order to support the side you have chosen. Support can be provided based on intellectual reasoning and logic, expert consensus (in any field), or scientific evidence (either new or cited in the textbook or lectures). While research findings can be helpful, support can also be provided in the form of logical reasoning alone (it all depends on your approach, and it is not necessary that you bring in outside sources at all). Ideas or literature from neighbouring disciplines is very much welcome. When referring to any literature or outside sources in your critique, simply cite the information by including the author's last name and year of the specific publication in text or in parentheses [e.g., "Smith (2019) found..." or "...these conclusions (Smith, 2019)."]. The full reference or citation can then be included at the very bottom, following your critique. Full references will **NOT** be included in your word count. Remember, many debates can be approached using logic and reason alone, so outside sources are not always necessary. Whatever your approach, you must argue and/or support your stance!

In matters of intellectual discourse and debate, I tend to adopt the perspective that you are not simply "entitled to your opinion." Instead, **you are "entitled to what you can argue for."** This means that when approaching a debate or controversy through an academic or scientific lens, it is important to be able to defend your opinion or stance. Otherwise, the discourse becomes meaningless in the first place, and people's opinions become so personal that even continuing to engage in discourse is interpreted as being offensive. Simply put, you need to support your perspective. I recommend reading the following article (by a university professor) for some perspective on this: <https://theconversation.com/no-youre-not-entitled-to-your-opinion-9978>.

DEBATE CRITIQUE SUBMISSION: Debate critiques must be submitted for each unit no later than 11:59 PM on the deadlines indicated (see course schedule on 2nd last page of this syllabus). You do not need to submit or upload a document for this assignment. Simply log in to Canvas, click on *Assignments* in the course menu, and choose the debate you would like to respond to for the respective unit. You will then see a text box in which you can type out and submit your critique. Each debate critique must be between 250 and 500 words. There are no other specific formatting requirements for this assignment. **Only ONE debate critique can be submitted per unit (no exceptions)!** If you do not submit a debate critique by the unit's deadline, you will receive a grade of '0' for that unit. In cases of medical emergencies and other circumstances, concessions may be offered (see UBC's policy on in-term concessions), but you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your debate critique grade may be re-weighted such that it is based on the other critiques.

DEBATE CRITIQUE GRADING: Debate critiques will be graded primarily on critical thinking, insightfulness, and reasoning (including your ability to support/justify your stance. Although grammar and spelling are not crucial concerns, they should be at a level such that they do not compromise the clarity of your thoughts. Each debate critique will be assigned a point grade out of 5, reflecting the percentage contribution of each critique to your final grade. Debate critiques will account for a total of 15% of your final grade in the course (i.e., 5 % each). Grades for debate critiques as well as grader comments and feedback will be posted on Canvas. Please allow 2 weeks for grades to be posted following the submission deadline.

BRIEF LITERATURE REVIEW

You must submit one brief literature review (4 to 5 pages NOT including the title page and references) by the deadline indicated in the course schedule. The goal of this **written assignment** is to review and assess recent research in gender psychology. Students may choose from 3 options: (1) a review of current research on any **one** behavioural or psychological sex difference; (2) a review of current research on the role of nature vs. nurture in any **one** aspect of sex and/or gender; or (3) a review of current research on one or more factors underlying the increased stress experienced by any **one** gender or sexual minority group. Whatever option you choose, **you must cite a minimum of 5 primary source / peer-reviewed studies in your review.** Primary source articles are those which present original findings for the first time (and do not include review articles or meta-analyses, although these may be used in addition to your 5 primary sources). **The 5 primary source articles cited in your paper must be from 2015 or later (no exceptions)** in order for your conclusions to reflect the CURRENT research in the field. Although additional sources may be cited in your paper, the focus should very clearly be on recent research. Here is some additional information on each assignment option:

OPTION 1: If you choose the first option, you must review current research on any **one** sex difference in order to come to specific conclusions regarding (a) the validity of the observed difference (in other words, does it really exist?) and/or (b) the nature/strength of the observed difference (in other words, how large is it, and what exactly does it look like?). Sex differences may include (but are not limited to) higher aggression in males, higher emotionality in females, higher assertiveness in males, or lower self-esteem in females. (Any behavioural/psychological sex difference discussed in the course or in the textbook is suitable.)

OPTION 2: If you choose the second option, you must review current research on the etiology or causes of any **one** aspect of sex and/or gender in order to come to specific conclusions regarding the role of genetic/biological and/or environmental factors. In other words, what is playing a role, and which seems to be playing a greater role—nature (genes/biology) or nurture (environment)—in explaining the observed variance in X? Examples of aspects of sex and/or gender that may be appropriate for this option include (but are not limited to) gender identity, gender nonconformity, sexual orientation, sexual identity, or gender-typed values. Given the length of the paper, it may be prudent to focus on research examining only one or two causal factors.

OPTION 3: If you choose the third option, you must review current research on one or more factors underlying the increased stress experienced by any **one** gender or sexual minority group in order to come to specific conclusions regarding the role or degree of influence of the underlying factor(s) in question. In other words, which factor(s) is/are playing the most significant role in the stress experienced by the group in question? Examples of sexual and gender minority groups include (but are not limited to) transgender, genderqueer, intersex, lesbian, gay, bisexual, or asexual people. An intersectional approach may also be taken, such that additional sociocultural labels or identities may be considered (e.g., you may focus on factors underlying the increased stress experienced by black lesbians, trans men of colour, or non-binary Indigenous people—you may get as specific as you like in terms of the group in question, so long as you can find relevant research).

In any of these options, the goal is to not simply summarize individual papers or studies, but instead to write a synthesized (but brief/concise) review of the current state of the scientific literature on your topic of choice, in order to offer insightful conclusions about the current state of the research and/or scientific knowledge.

Remember, this is a brief literature review! One of the challenges of this assignment is to be as concise as possible—every sentence or statement in your report should matter! A lot of proofreading would be wise!

PAPER ORGANIZATION: *The paper should be organized as follows:* Start with a brief overview of the topic and its relevance. What is the question at hand, and what needs to be answered or further clarified? Be sure to define any key terms here, if necessary, and include a thesis statement. [Approximately ½ to ¾ of a page should be used for the introduction.] Considering the findings from at least 5 empirical, peer-reviewed articles, examine critically the research on the question or topic at hand. **IMPORTANT: You should do more than simply summarize the research.** Only include very brief discussions (if any) of individual study methods, participants, and analyses, unless these details are critical to your conclusions. Focus more on study findings and their interpretation and relevance to your question or topic at hand. You should ensure that your review is **thoughtful, in-depth, and integrated** (i.e., rather than simply listing summaries of the studies examined, you should organize your paper by key points, questions, or topics, and cite sources accordingly as you do so). [Approximately 3 to 3½ pages should be used for the body of the paper.] Your conclusions on the topic should be based on the literature you reviewed and discussed, summarizing key findings as needed, stating conclusions clearly, and noting key implications, limitations of the research reviewed, areas of improvement, and any insightful/valuable suggestions for future research to better address the question or topic at hand. In cases where topics involve controversy or debate, you should also make a firm conclusion regarding which “side” or perspective is the strongest based on the research you reviewed. [Approx. 1-1½ pages should be used for the discussion/conclusions.]

Throughout the review, your main goal should be to demonstrate **critical thinking**, state specific conclusions based on the sum of the research reviewed, and offer original insights about the topic or question and any key considerations involved—all while being clear and concise.

PAPER FORMAT & STYLE: The written assignment must be typed, **double-spaced**, in **12-point Times New Roman or similar font**, and **between 4 and 5 pages in length (NOT including the title page and reference section)**, with **1-inch margins**. Your paper must also include a title page and a reference section, but **not an abstract**. Given the length of this brief review, section headings are likely unnecessary and if used, should be used only sparingly. Extra spacing should not be included between paragraphs or after headings. **First-person perspective and direct quoting should be avoided altogether.**

The paper must adhere to APA formatting guidelines as outlined in the Publication Manual of the American Psychological Association, 6th Edition (APA, 2009), with the exception of an Abstract. 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>.

PAPER GRADING: Your paper should be at an advanced level and reflect a high degree of critical thinking.

The paper will be graded for **content**—that is, how effectively you analyzed, summarized, and synthesized the research findings reviewed. For example, did you provide a sufficient and accurate review of topic or question? Did you accurately interpret the research findings reviewed? Did you exhibit thoughtful, independent thinking in your review? Did you connect similar ideas/findings in the research? Did you note the strengths and weaknesses of the studies reviewed? Did you identify common problems or limitations in the research, make recommendations for future research, and come to conclusions about the topic or question? 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 university-level academic tone (i.e., non-conversational)? 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? In addition to the above-mentioned requirements, papers will also be graded somewhat holistically based on their overall quality, style, and level of insight.

PAPER SUBMISSION: (1) Papers must be uploaded directly to Canvas by 11:59 PM on the due date indicated (see course schedule). On Canvas, go to **Assignments** and click on “Brief Lit Review” to upload your paper.

Papers should be uploaded in PDF format. **(2) Papers must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission.** If you do not upload your paper to BOTH places by the deadline, you will receive a grade of ‘0’ for the assignment. In cases of medical emergencies or unforeseen circumstances, concessions may be offered (see UBC’s policy on in-term concessions), but you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your paper grade may be re-weighted.

TURNITIN: 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 are forwarded to instructors and contain several measures of plagiarism. Papers that have not been scanned by TurnItIn by midnight on the due date will not be graded and will receive a grade of “0.” Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section). **Originality reports of 30–40% or higher should be of concern.** If you are worried about potential plagiarism in your paper, it is strongly advised that you submit your paper early to TurnItIn and, in the case that your paper demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the deadline.

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **24691292**, Enrolment key: **gender2020**. Note that you must first set up an account if you do not already have one. If you are concerned about security issues involving the use of identifying information (e.g., being stored on U.S. servers), you have the option of creating an alias to use when uploading your paper. In such instances, please note your Turnitin alias on the copy of your paper that you upload to Canvas or in a separate email to me.

PAPER GRADES: Paper grades will be posted on the course website as soon as they are available. Please allow 2 weeks for paper grades to be posted. Paper re-grades are possible within 2 weeks of the grades being posted.

WRITING SUPPORT: UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication (<http://learningcommons.ubc.ca/improve-your-writing>). The UBC Library (<http://www.library.ubc.ca>) also provides online information to assist students in research and writing.

EXTRA CREDIT (HSP CREDITS)

You may earn extra credit for research participation (at a rate of 1/2 point for 1/2 hour, **to a maximum of 3 points**) or, as an alternative, by completing a library writing project (see HSP information on website listed below). Your earned points are added to your final grade (**after any scaling**, i.e., before meeting the department's standards for grade distribution). For complete details, or to register, visit <https://ubc-psych.sona-systems.com>. Please **register** in this online system as soon as possible, as deadlines are in place. For additional information, see "Subject Pool Information for Participants" on the above-noted website.

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

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% (SD of approximately 13%). Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution of grades deviates substantially from the target. **Your grade is not official until it appears on your academic record.**

CHEATING & ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed 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. Strong evidence of cheating or plagiarism may result in a zero 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. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult with me or a TA. UBC's policies on Academic Honesty and Standards as well as Academic Misconduct can be found here: <http://www.calendar.ubc.ca/vancouver> (click on Campus-Wide Policies and Regulations).

ATTENDANCE

Although attendance in online discussions on Collaborate Ultra is not mandatory, **you are responsible for being aware of all class/group discussions that are held.** Recordings of all online class discussions will be made accessible online. Students should be aware that all class/group discussions will be recorded so that they can be made accessible to everyone registered in the class.

PARTICIPATION

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during online discussions or during one-on-one discussions with me. I will make every effort to create a classroom environment (online or otherwise) in which students feel comfortable to discuss their ideas. If you would prefer to share your ideas with me outside of group discussions, you are welcome to do so during my virtual office hours or by appointment. In order to encourage and facilitate participation, I ask that all students support their classmates' efforts to contribute to class discussion. General course policies can be obtained from the UBC Calendar on academic regulations.

RESPECT & DECENCY

I will only ever tolerate an inclusive, respectful, and safe learning environment (which includes all online discussions and interactions). **The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity.** To this end, and in support of UBC's Positive Space campaign, I further aim to foster a learning atmosphere that is receptive to and welcoming of LGBTQ+ people and issues (see <http://positivespace.ubc.ca>). All individuals in the classroom should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a **respectful** and **polite** manner. **Yes, Intellectual discourse and debate CAN occur politely and respectfully!** In regards to more sensitive issues, it is advisable that you "think before you speak." If a statement or behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Students should familiarize themselves with UBC's policy on maintaining a Respectful Environment on campus and in the classroom: <http://www.hr.ubc.ca/respectful-environment>



STILL UNSURE OF WHAT IT MEANS TO BE RESPECTFUL? Here are some basic tips on how to communicate respectfully: https://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub. And remember, treat your Instructor and TA(s) with the same respect! That includes being patient for e-mail replies.

SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>. Further details follow...

ACADEMIC ACCOMMODATION

The University accommodates students with disabilities who have registered with the Centre for Accessibility (<http://students.ubc.ca/about/access>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

ACADEMIC CONCESSION

During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

LEARNING RESOURCES

Learning Commons (<http://learningcommons.ubc.ca>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools. The University of Northern British Columbia (UNBC) also has a number of useful learning resources available for students online. They can be found at: <http://www.unbc.ca/lsc/index.html>.

HEALTH & WELLNESS RESOURCES

BC Crisis Center: Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. Website: crisiscentre.bc.ca | Phone: 604-872-3311

Centre for Accessibility: The Centre for Accessibility provides accommodations for UBC students living with physical or mental disabilities. Website: students.ubc.ca/about/access | Phone: 604-822-5844

Counselling Services at UBC: Counselling offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or document an illness. Website: students.ubc.ca/livewell/services/counselling-services | Phone: 604-822-3811

Distress Line: If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Kaleidoscope: A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Website: the-kaleidoscope.com

Mental Health Awareness Club: A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness at UBC. Website: ubcmhac.sites.olt.ubc.ca

Psychology Clinic at UBC: Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. Website: clinic.psych.ubc.ca

Student Health Services at UBC: Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses. Website: students.ubc.ca/livewell/services/student-health-service | Phone: 604- 822-7011

Wellness Centre at UBC: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: students.ubc.ca/health/wellness-centre

PSYC-320A Psych. of Sex Differences Course Schedule & Assigned Readings

	Date:	Module/Lecture # & Topics:	<i>Keep up with your readings →</i> Readings:
UNIT 1	May 12	1. INTRODUCTION TO SEX AND GENDER	Ch. 1
		<i>Syllabus Review & Introduction to Course; Key Terms & Considerations</i>	
	May 14	2. STUDYING SEX AND GENDER	Ch. 2
		<i>Methods in Sex & Gender Research; Biases & Challenges to Overcome</i>	
	May 19	3. NATURE AND NURTURE OF SEX AND GENDER	Ch. 3
		<i>Nature vs. Nurture; Biological, Genetic, and Evolutionary Perspectives</i>	
	May 21	4. GENDER DEVELOPMENT AND SOCIALIZATION	Ch. 4
	<i>Socialization, Social Learning, & Cognitive Theories; Lifespan Perspectives</i>		
May 24	Unit 1 Debate Critique Due – to be completed on Canvas by 11:59 pm!		
May 26	UNIT 1 EXAM – opens at 12:00 am, must be completed by 11:59 pm!		
UNIT 2	May 28	5. STEREOTYPES, SEXISM, AND DISCRIMINATION	Chs. 5, 6
		<i>Consequences/Sources of Stereotypes; Social Structures; Sexism and Discrimination</i>	
	June 2	6. COGNITION, EMOTION, AND COMMUNICATION	Chs. 7, 8
		<i>Cognitive Abilities & Aptitudes; Language, Communication, & Emotion</i>	
	June 4	7. SEXUAL ORIENTATION AND SEXUALITY	Ch. 9
	<i>Sexual Orientation & Sexual Identity Development; Gender & Sexuality</i>		
June 7	Unit 2 Debate Critique Due – to be completed on Canvas by 11:59 pm!		
June 9	UNIT 2 EXAM – opens at 12:00 am, must be completed by 11:59 pm!		
UNIT 3	June 11	8. INTERPERSONAL RELATIONSHIPS, WORK, AND HOME	Chs. 10, 11
		<i>Social Networks & Relationships; Labour Divisions; Gender in the Workplace</i>	
	June 16	9. HEALTH AND WELL-BEING; AGGRESSION AND VIOLENCE	Chs. 12–14
		<i>Sex and Gender in Physical & Psychological Health; Aggression; Sexual Violence</i>	
	June 18	10. LOOKING AHEAD: CHALLENGES AND PROSPECTS	---
	<i>The Future of Sex & Gender; How Psychology Can Inform Social Justice</i>		
June 21	Unit 3 Debate Critique Due – to be completed on Canvas by 11:59 pm!		
June 22–26	UNIT 3 EXAM – to be completed on Canvas by 11:59 pm on the scheduled date!		
June 26	Brief Literature Review Due – to be submitted (<u>Canvas</u> & <u>Turnitin</u>) by 11:59 pm!		

PSYC-320A Psych. of Sex Differences Navigation & Management Tips

Here are some additional points to help you navigate the course and manage your time...

Please ensure that you have read the course schedule in detail! The course is organized into 3 units:

Unit 1 includes 4 lectures/modules (Modules 1—4) and 4 chapters of the textbook (Chs. 1—4).

Unit 2 includes 3 lectures/modules (Modules 5—7) and 5 chapters of the textbook (Chs. 5—9).

Unit 3 includes 3 lectures/modules (Modules 8—10) and 5 chapters of the textbook (Chs. 10—14).

IMPORTANT: DO NOT CONFUSE COURSE UNITS WITH TEXTBOOK UNITS!

One day (a Tuesday or a Thursday) is dedicated to each lecture and learning module. Scheduled class time on Tuesdays and Thursdays (excluding days of exams) should be used as follows:

11:00 am – 12:30 pm: Use this time to watch the pre-recorded video of the day’s lecture with voice-over.

12:30 pm – 1:30 pm: Participate in our after-lecture discussion on **Collaborate Ultra** (optional but encouraged).

1:30 pm – 2:30 pm: Feel free to “drop in” to my virtual office hours on Skype for one-on-one meetings.

Debate critiques are due on the last Sunday of their respective unit, but may be completed at any point during the unit.

Unit exams will become available on the first Tuesday following the last lecture of a respective unit (at 12:00 am) and must be completed any time that day (before 11:59 pm), with the exception of the final exam, which will be available for 24 hours on the date scheduled by UBC (*to be announced!*).

ON CANVAS: In addition to the **Modules** tab, which will help you stay organized, as well as the **Media Gallery** tab (where you will find video files of lectures with voice-over), the **Course Summary** located at the bottom of the Home page will help you keep track of deadlines. It looks like this:

Course Summary:

Date	Details
Sun May 24, 2020	 Unit 1/ Ch. 1 Debate: Feminist Movements due by 11:59pm
	 Unit 1/ Ch. 2 Debate: Studying Sex Differences due by 11:59pm
	 Unit 1/ Ch. 3 Debate: Intersex / Athletic Competitions due by 11:59pm
	 Unit 1/ Ch. 4 Debate: Gender Neutral Toy Marketing due by 11:59pm
Tue May 26, 2020	 Unit 1 Exam due by 11:59pm

See also: [PSYC-320A Study Tips](#) on Canvas for tips on how to study the textbook and lectures.