

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 should 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 **Modules** or **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 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 – 1:00 pm: Use this time to watch the pre-recorded video of the day's lecture with voice-over.

1:00 pm – 2:00 pm: Participate in our post-lecture discussion on **Zoom** (optional but encouraged).

→ See **Zoom link in Canvas for scheduled live 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.

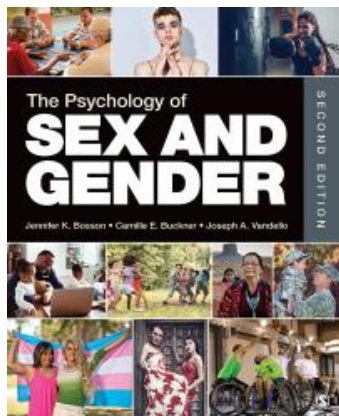
REQUIRED READING – YOUR TEXTBOOK

The Psychology of Sex and Gender

by Jennifer K. Bosson, Joseph A. Vandello, & Camille E. Buckner (2nd Edition, 2021, Sage Publications)*

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

1. Paperback Edition: ISBN 9781544393995
2. Electronic Edition: ISBN 9781544394039*



NOTE: The 1st Edition of this book is also acceptable for this term!

*Given ongoing shipment and delivery delays, we are recommending that students purchase electronic editions of textbooks wherever possible.

Multiple electronic purchasing options are available from the publisher's website (see link below), including VitalSource, Amazon Kindle, RedShelf, Google Play, eBooks.com, and Kobo.

See the publisher's website here: <https://us.sagepub.com/en-us/nam/the-psychology-of-sex-and-gender/book269885>

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/bosson2e>

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 Unit Exams (1 per unit, see course schedule for dates) — **60% of final grade (20% each)**

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

3 Debate Critiques (1 page each, 1 per unit) — **40% of final grade (13.33...% each)**

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

→ **3 Unit Exams (60%, 20% each) + 3 Debate Critiques (40%, 13.33% each) = Final Grade**

*Students also have the *option* to complete...*

1 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.

**If you submit the optional paper AND the paper improves your final grade, you will be evaluated accordingly:*

→ **3 Unit Exams (45%, 15% each) + 3 Debate Critiques (30%, 10% each) + Brief Review (25%) = Final Grade**

If you submit the optional paper and it does NOT improve your grade, your final grade will be calculated according to the first formula above (i.e., your paper will not count). There is no need to notify me in advance.

+ **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 exam corresponds to one course unit and will test only material from that unit. See the course schedule at the end 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, you will have the entire 24-hour period on the day of the scheduled exam to begin and complete the exam electronically on Canvas** (see the *Quizzes* menu tab in Canvas). **Each exam will consist of 40 multiple choice questions that must be completed in 70 minutes.** These questions will be based on both textbook and lecture material from the respective unit. The purpose of lectures 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 in lecture. **Exams are “open book” and “open note” as you may refer to your notes and book (either paper or electronic format) during exams;** however, you are strictly prohibited from recording exams, taking screenshots of questions, sharing exam content with other students, and collaborating with other students during exams (see section on *Academic Integrity* for more details). **Despite being open-book, exams will be at a level of difficulty that requires studying and prior knowledge/understanding of course material!**

ON EXAM DAY: All students must have uninterrupted access to a computer in order to complete each exam. (It is your responsibility to ensure that your computer and internet connection are working properly in advance of all exams!) 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 a limited amount of time to complete the exam (to be announced).

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). 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. Exams must be SUBMITTED before the end of the day on scheduled dates.

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 to 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. 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 differences.** 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. **(Note that additional debate options *may* be provided online.)** Then you must 'pick a side' of the debate and support your position in a brief write-up/critique. Each debate critique must be no more than one page in length (double-spaced), not including a *References* page if applicable (see *Debate Critique Requirements*).

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 and literature from neighbouring disciplines are very much welcome. If referring to ideas or research findings presented in lecture or in the textbook, you may simply treat this information as general knowledge and no formal citations are needed (and therefore no *References* page is needed in this case).

When referring to any other literature or outside sources in your critique, then you must cite the information according to APA style AND also include an additional *References* page including the full reference(s) for this new information. A *References* page is therefore NOT required in all cases. It depends on the approach you take. 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 REQUIREMENTS: Each debate critique must be typed, double-spaced (with 1-inch margins), in 12-point Times New Roman or similar font, and **NO MORE THAN ONE PAGE IN LENGTH (any additional content will be ignored!)**. First-person perspective should be used minimally, formal/academic tone should be used (i.e., tone should NOT be conversational), and direct quoting should be avoided in papers of this length. **You should include a heading at the top of the page indicating which chapter’s debate you are discussing, as well as your name student ID (see Sample Debate Critique). You must state the side of the debate you support in the first sentence using the exact wording from the relevant chapter (see sample Debate Critique). A References page can be included in addition to the one page if it is required (i.e., if you cite information not cited in the textbook or lecture).** You should adhere to APA formatting (7th ed., APA, 2019); however, debate critiques do NOT require a title page, an abstract, a running head, or headings.

DEBATE CRITIQUE SUBMISSION: Debate critiques must be submitted for each unit no later than 11:59 PM on the deadlines indicated (see the course schedule at the end of this syllabus). **Electronic copies must be uploaded through Canvas (see Assignments) in PDF file format.** Only ONE debate critique can be submitted per unit. If you do not submit a 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 grade redistributed.

DEBATE CRITIQUE GRADING: Debate critiques will be graded primarily on critical thinking, insightfulness, and reasoning (including your ability to support/justify your stance. Grammar, spelling, and overall style and structure of each critique should be at high enough levels so as to not interfere with the communication of your ideas or clarity of your thoughts. Each critique will be assigned a grade out of 10. This grade is intended to be a holistic representation of your performance on the assignment. (A grading rubric will also be provided online and used in the grading of debate critiques.) Grades and feedback will be posted on Canvas. Please allow 2 weeks for grades to be posted following the submission deadline.

BRIEF LITERATURE REVIEW (OPTIONAL)

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 sex differences and/or 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.

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, 7th Edition (APA, 2019), with the exception of an Abstract. The UBC Library has information on APA citations here: <https://guides.library.ubc.ca/apacitationstyle>. You may also find this resource helpful: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

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: **29109456**, Enrolment key: **gender2021**. 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 as percentage grades on Canvas as soon as they are available. Please allow 2 weeks for paper grades to be posted. Graded papers will be returned to students at the end of the term (or as soon as possible). Paper re-grades are possible within 2 weeks of paper 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 can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade (**to a maximum of 3 credits**). You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in HSP, how-to videos, and frequently asked questions. ***Sign up right away as deadlines apply!***

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 final mean (average) grade for this class fall between 71% and 75% (with a standard deviation 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.**

PARTICIPATION & ATTENDANCE

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. If you would prefer to share your thoughts/ideas with me outside of group discussions, you are welcome to do so during my virtual office hours or by appointment. Although attendance in online discussions on Collaborate Ultra is not mandatory, **you are responsible for being aware of all class discussions that are held.** 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.

ACADEMIC INTEGRITY, 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, including the use of software and online platforms (such as TurnItIn) to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult UBC's policies on **Academic Honesty and Standards / Misconduct** here: <http://www.calendar.ubc.ca/vancouver> (see Campus-Wide Policies and Regulations). *What does academic integrity involve in this class? Here are some tips:*

Do your own work! All graded work in this course is to be original work done independently by you! It is unacceptable to: buy/sell/share exam questions or answers on any platform; misrepresent your identity; use someone else to complete an assignment or exam; help someone else cheat; complete someone else's work.

Avoid unintentional plagiarism. The ideas of others should always be acknowledged! Visit this guide to preventing plagiarism in your writing: <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

DO NOT share course materials. All course materials, including PowerPoint files, lecture recordings, uploaded lecture videos, exam questions, and discussions are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero, GoogleDocs).

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>.

ONLINE LEARNING FOR INTERNATIONAL STUDENTS

This course is able to accommodate students living in different time zones, as all course content is recorded and accessible at any time. Attendance will not be taken in any online discussions. Exams may be completed at any time in the 24-hour period on the scheduled date of the exam (PACIFIC STANDARD TIME).

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

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 11	1. INTRODUCTION TO SEX AND GENDER		Ch. 1
		<i>Syllabus Review & Introduction to Course; Key Terms & Considerations</i>		
	May 13	2. STUDYING SEX AND GENDER		Ch. 2
		<i>Methods in Sex & Gender Research; Biases & Challenges to Overcome</i>		
	May 18	3. NATURE AND NURTURE OF SEX AND GENDER		Ch. 3
		<i>Nature vs. Nurture; Biological, Genetic, and Evolutionary Perspectives</i>		
	May 20	4. GENDER DEVELOPMENT AND SOCIALIZATION		Ch. 4
	<i>Socialization, Social Learning, & Cognitive Theories; Lifespan Perspectives</i>			
	May 23	Unit 1 Debate Critique Due – <i>to be completed on Canvas by 11:59 PM!</i>		
	May 25	UNIT 1 EXAM – opens at 12:00 AM, to be completed on Canvas by 11:59 PM!		
UNIT 2	May 27	5. STEREOTYPES, SEXISM, AND DISCRIMINATION		Chs. 5, 6
		<i>Consequences/Sources of Stereotypes; Social Structures; Sexism and Discrimination</i>		
	June 1	6. COGNITION, EMOTION, AND COMMUNICATION		Chs. 7, 8
		<i>Cognitive Abilities & Aptitudes; Language, Communication, & Emotion</i>		
	June 3	7. SEXUAL ORIENTATION AND SEXUALITY		Ch. 9
	<i>Sexual Orientation & Sexual Identity Development; Gender & Sexuality</i>			
	June 6	Unit 2 Debate Critique Due – <i>to be completed on Canvas by 11:59 PM!</i>		
	June 8	UNIT 2 EXAM – opens at 12:00 AM, to be completed on Canvas by 11:59 PM!		
UNIT 3	June 10	8. INTERPERSONAL RELATIONSHIPS, WORK, AND HOME		Chs. 10, 11
		<i>Social Networks & Relationships; Labour Divisions; Gender in the Workplace</i>		
	June 15	9. HEALTH AND WELL-BEING; AGGRESSION AND VIOLENCE		Chs. 12–14
		<i>Sex and Gender in Physical & Psychological Health; Aggression; Sexual Violence</i>		
	June 17	10. LOOKING AHEAD: CHALLENGES AND PROSPECTS		---
	<i>The Future of Sex & Gender; How Psychology Can Inform Social Justice</i>			
	June 20	Unit 3 Debate Critique Due – <i>to be completed on Canvas by 11:59 PM!</i>		
	June 21–25	UNIT 3 EXAM – to be completed on Canvas by 11:59 PM on the scheduled date!		
	June 25	Optional Paper Due – to be submitted to <u>Canvas</u> & <u>Turnitin</u> by 11:59 PM!		

PSYC-320A Psych. of Sex Differences Course 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 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 – 1:00 pm: Use this time to watch the pre-recorded video of the day's lecture.

1:00 pm – 2:00 pm: Participate in our post-lecture discussion on **Zoom** (optional but encouraged).





See Zoom link in Canvas for scheduled live meetings.

Debate critiques are due on the last Sunday of their respective unit (see course schedule for dates), 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 in terms of all relevant course content, 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	Due
Sun May 23, 2021	 Unit 1 Debate Critique	due by 11:59pm
Tue May 25, 2021	 Unit 1 Exam	due by 11:59pm
Sun Jun 6, 2021	 Unit 2 Debate Critique	due by 11:59pm
Tue Jun 8, 2021	 Unit 2 Exam	due by 11:59pm

Also refer to the **Study Tips** on Canvas for more tips on how to study the textbook and lectures and better prepare for exams!