



PSYC-320A, Section 992 (Distance Ed.)

Psych. of Sex Differences by David King, PhD

This course is an introduction to the theory and scientific research in the **psychological study** of **sex differences**, which fundamentally requires an examination of **gender** more broadly (as **gender** is a key construct underlying psychological differences between women and men). Sex differences are complex and often vary by sexual orientation and gender identity, too, and some individuals are born intersex (neither female nor male) while others identify as neither a man nor a woman. **Accordingly, this course examines the topics of sex and gender as they are relevant to all people, regardless of sex, gender identity, or sexual orientation. Research addressing both women and men, as well as diverse gender and sexual identities, will be examined in order to provide a complete introduction to this area of study. Similarly, cross-cultural and intersectional views will be considered throughout.** Specific course topics include psychological differences between men and women; social and biological factors in sex differences and gender; gender development; stereotypes and sexism; cognition and communication; sexuality and interpersonal relationships; work and family life; health and well-being; and aggression and violence. Students who successfully complete this course will be able to discuss research on sex differences and gender, compare theoretical perspectives on sex differences and gender, and consider the individual and social implications of these topics.



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

Email: dbking11@psych.ubc.ca (please email me directly)

Office: Room 2011, Douglas Kenny (Psychology), 2136 West Mall

Website: www.davidbking.net

Virtual Office Hours: Wednesdays 10:00 AM – 12:00 PM, or by appointment, **via Zoom**. Drop in any time during these hours, or email me in advance to schedule a meeting. See Canvas for Zoom details.

YOUR TEACHING ASSISTANT Raymond Wu **Email:** rwu@psych.ubc.ca

Your TA will not be holding regular office hours. To schedule a meeting, please email them directly.

REGARDING EMAIL: Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-320A-992). Please allow at least 24 hours for a reply (48 hours on weekends/holidays)!

COURSE FORMAT

This course will be structured 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. Video files of lectures with instructor voice-over for each lecture will also be available. Both textbook readings and PowerPoint/lecture topics are indicated in the course schedule (see the end of this syllabus). This schedule should be your main resource for staying organized in the course. You will be expected to submit 3 debate critiques over the term (1 per unit). You will also be required to complete 10 quizzes and one final examination (online, cumulative).

COURSE WEBSITE: This course uses **Canvas** (<http://canvas.ubc.ca>) to make important class announcements, post PowerPoint and video files, administer quizzes and exams, publish grades, and provide other relevant materials. Please ensure that this course appears in your Canvas account and that you are set up to receive regular notifications. **You are responsible for reading all class announcements.**

COURSE MODULES: Course content will be presented in 11 modules (see the schedule at end of syllabus), with Modules 1 through 10 lasting one week. In Canvas, go to **Modules** to find everything you need for the week.

GENERAL DISCUSSION BOARD: This should be used for general and **non-urgent** questions and discussions related to course requirements and/or course content (in place of Piazza). I will be monitoring it regularly.

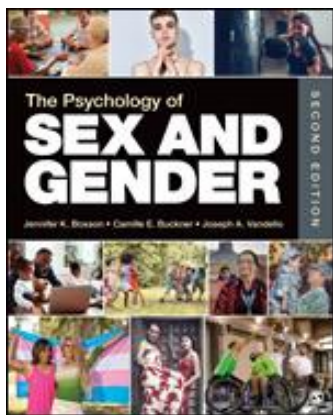
REQUIRED READING – YOUR TEXTBOOK

The Psychology of Sex and Gender (2nd Edition, 2021, Sage Publications)
by Jennifer K. Bosson, Camille E. Buckner, & Joseph A. Vandello

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

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

Please see the course schedule at the end of the syllabus for chapter assignments for each week/module.



*Multiple electronic formats and purchasing/ordering options for the electronic edition of the book are available at the publisher's website. Any of these options is acceptable. *See the publisher's website at the following link...*

LINK TO PUBLISHER'S WEBSITE: <https://us.sagepub.com/en-us/nam/the-psychology-of-sex-and-gender/book269885>

OLDER EDITIONS: Due to significant updates to this edition (including content that will appear on quizzes and the exam), no other edition should be used.

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>

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

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

10 Module Quizzes (to be completed by deadlines indicated) — **10% of final grade (1% each)**

See section on 'Module Quizzes' for additional details and requirements.

3 Debate Critiques (1 critique must be submitted per unit) — **45% of final grade (15% each)**

See section on 'Debate Critiques' for additional details and requirements; see Canvas for rubric.

Final Exam (cumulative excluding Module 1; to be scheduled by university) — **45% of final grade**

See section on 'Final Examination' for additional details and requirements on the exam.

10 Quizzes (10%) + 3 Debate Critiques (45%) + Final Examination (45%) = Final Grade
+ up to 2.5 bonus points for participating in HSP research (optional; see section on 'Extra Credit')

MODULE QUIZZES

There will be one quiz for each of the first 10 course modules, each worth 1% of your grade. (Note that there will be no quiz for Module 11.) Quizzes will consist of 10 multiple choice questions addressing key concepts and material from course readings AND lectures. They are intended to improve learning and help you prepare for the final examination. Quizzes are timed; you will have 8 minutes to complete each quiz (average of 48 seconds per question). **Quizzes are "open book" and "open note" as you may refer to your notes and/or book (either paper or electronic format) during quizzes; however, you are strictly prohibited from recording questions in any way, consulting with anyone else during the exam, and sharing exam content with other students** (see section on *Academic Integrity* for more details).

COMPLETING EACH QUIZ: Quizzes will be available in Canvas (see *Quizzes*) and must be completed by the deadlines indicated (one week after the start date of each module). **Times are in Pacific Standard Time (PST).**

MISSING A QUIZ: If you do not complete a quiz by the deadline, you will receive a grade of '0' on the quiz. In cases of emergencies, concessions may be offered if you contact me within 24 hours. If approved, your quiz deadline may be extended or your quiz grade re-weighted. Quizzes will be available 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, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

OTHER ACCOMMODATIONS: Accommodations will also be made for students with religious obligations that conflict with a quiz deadline. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered take the quiz at another time or re-weight their quiz grades based on other quizzes.

QUIZ GRADES: Each quiz grade will be made available in Canvas as soon as the quiz is completed. **Correct quiz responses will ONLY be visible *once* immediately following the completion of each quiz.**

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 and support your position in a brief write-up/critique. **Note that additional debate options will be provided in Canvas.** The audience should be someone who has completed this course, which means that you should avoid restating or summarizing course content at length. A sample debate critique will be provided in Canvas.

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). **If you refer to any other literature or outside sources, 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 or support your stance. Otherwise, the discourse becomes relatively meaningless and opinions and perspectives become so personal that they cannot be debated at all. Simply put, you need to support and explain your stance. 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, with the exception of a *References* page). First-person perspective and direct quoting should be used minimally and formal/academic tone should be maintained throughout. **You must include a heading at the top of the first page indicating the debate you've chosen along with your name and student number (see sample online).** You must also state the side of the debate you support in the first sentence using the exact wording from the textbook. 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 additional headings.

DEBATE CRITIQUE REQUIREMENTS (cont'd): This is what the top of each debate critique should look like:

Chapter 2 Debate Critique: Studying Sex Differences

Jane Smith (12341234)

Yes, psychologists should study sex differences. Importantly, psychological research on sex

DEBATE CRITIQUE SUBMISSION: (1) Debate critiques must be uploaded directly to Canvas by 11:59 PM (PST) on the due date indicated (see course schedule). In Canvas, go to **Assignments** and click on the appropriate link to upload each assignment. All assignments should be submitted in PDF format. **(2) Debate critiques must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission (see further details below).** If you do not upload your assignment 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 the deadline 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 an assignment, it is strongly advised that you submit your paper early to TurnItIn and, in the case that an assignment demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the respective deadlines.

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following Turnitin information to submit each assignment: **Class ID: 37046382; Enrolment Key: gender2023.** 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 assignments. In such instances, please note your Turnitin alias in the heading of each assignment when you upload to Canvas or simply note your alias in the Canvas assignment comments.

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 assignment should be at high enough levels so as to not interfere with the communication of your ideas or clarity of your thoughts. Each debate critique will be assigned a point 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 these assignments (see Canvas). Grades and feedback will be provided in Canvas. Please allow 2 weeks for grades to be posted following the submission deadline.

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.

Did you know you can receive FREE WRITING CONSULTATIONS through the UBC Library? Have a consultant review your written work here: <https://writing.library.ubc.ca/undergraduates/writing-consultations/>

FINAL EXAMINATION

There is one final exam in this course (110 minutes in length), to be scheduled during the university exam period. (It is up to you to ensure that you are available during that period; final exam dates and times are announced mid-term.) You will be permitted to start the exam at the time indicated in the exam schedule. **Students in different time zones should email me for accommodations.** The exam must be completed and submitted electronically in Canvas (see Quizzes in Canvas). The final exam is cumulative (excluding Lecture 1 and Chapter 1) and will consist of 100 multiple choice questions. The course units will be evenly represented on the exam, with an equal number of questions from each, and questions will address both lecture and textbook content. Questions will be presented one at a time; however, you *will* be able to move back and forth between questions and review/revise previous responses as you wish within the allotted time. **The exam is “open book” and “open note” as you may refer to your notes and/or book during the exam; however, you are strictly prohibited from recording questions in any way, consulting with anyone else during the exam, and sharing exam content with other students** (see section on *Academic Integrity* for more details).

ON EXAM DAY: All students must have uninterrupted access to a computer in order to complete the exam. In order to start the exam at the scheduled time, you must log in to Canvas, click on the *Quizzes* tab in the course homepage, and then click on ‘Final Exam’ to begin. **Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver time).** Students in other time zones should email me and request an adjusted exam time. If you experience technical issues during the exam, please email me immediately with as much information as possible and we will resolve the issue in a timely manner.

MISSING THE EXAM: The final exam will be available to complete on the published date 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>. For health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing challenges during the term, you should seek support from your Academic Advising Office. **If you are unable to write the exam due to unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam or risk being assigned a grade of ‘0’ on the exam.**

OTHER ACCOMMODATIONS: Accommodations will also be made for students with religious obligations that conflict with the exam. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered a make-up exam scheduled at another time or an alternative accommodation.

EXAM GRADES: Exam grades will be made available in Canvas as soon as possible (typically within a few days of the scheduled exam date). The final exam will account for 45% of your final grade in the course. Additional feedback regarding exam performance can be provided upon request.

EXTRA CREDIT (HSP)

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 2.5 ‘bonus’ credits in this course. (Note that students in distance education classes can only receive 2 credits in addition to the 0.5 prescreening 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 instead. Find more information at <https://psych.ubc.ca/hsp>.

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. The average grade in 300-level psychology classes will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course.

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.

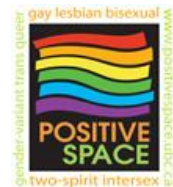
All course materials, including PowerPoint files, lecture recordings, uploaded videos, exam questions, discussions, and announcements are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero).

PARTICIPATION & ATTENDANCE

I strongly encourage and appreciate student participation. Participation in this class may be in the form of questions or comments posed during online discussions or during one-on-one discussions with me. You are welcome to talk to me 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 any class discussions. General course policies can be obtained from the UBC Calendar on academic regulations. Attendance will not be taken for any components of this course.

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 happen 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

There are a number of health and wellness resources available to you should you find yourself in need of additional support. **Student health services** can be found here: <https://students.ubc.ca/health/student-health-service>; and **counselling services** can be found here: <https://students.ubc.ca/health/counselling-services>. **The Wellness Centre at UBC** also allows you to connect with other UBC students on matters of mental health and wellness: students.ubc.ca/health/wellness-centre.

If you find yourself in distress or are worried about someone in distress who may hurt themselves, you should call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait.

Additional information on health and wellness resources can be found on the main page of the course website.

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 discussion.

Please 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>.

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

	Start Date:	Module/Lecture # & Topics:	<i>Keep up with your readings →</i>	Readings:
UNIT 1	<i>UNIT 1 →</i>	The Basics of Sex and Gender		
	Jan. 9	1. INTRODUCTION TO SEX AND GENDER*		Ch. 1*
		<i>Syllabus Review & Introduction to Course; Key Terms & Considerations</i>		
	Jan. 16	2. STUDYING SEX AND GENDER		Ch. 2
		<i>Methods in Sex & Gender Research; Biases & Challenges to Overcome</i>		
	Jan. 23	3. NATURE AND NURTURE OF SEX AND GENDER		Ch. 3
	<i>Nature vs. Nurture; Biological, Genetic, and Evolutionary Perspectives</i>			
	Jan. 30	4. GENDER DEVELOPMENT AND SOCIALIZATION		Ch. 4
		<i>Socialization, Social Learning, & Cognitive Theories; Lifespan Perspectives</i>		
	Feb. 10	Final Deadline for Unit 1 Debate Critique—to be uploaded to Canvas by 11:59 PM!		
UNIT 2	<i>UNIT 2 →</i>	Inner Complexities: Cognition, Emotion, and Sexuality		
	Feb. 13	5. STEREOTYPES, SEXISM, AND DISCRIMINATION		Chs. 5, 6
		<i>Consequences/Sources of Stereotypes; Social Structures; Sexism and Discrimination</i>		
	Feb. 20–24	Midterm Break – No lecture or quiz this week!		
	Feb. 27	6. COGNITION, EMOTION, AND COMMUNICATION		Chs. 7, 8
		<i>Cognitive Abilities & Aptitudes; Language, Communication, & Emotion</i>		
	Mar. 6	7. SEXUAL ORIENTATION AND SEXUALITY		Ch. 9
		<i>Sexual Orientation & Sexual Identity Development; Gender & Sexuality</i>		
	Mar. 17	Final Deadline for Unit 2 Debate Critique—to be uploaded to Canvas by 11:59 PM		
UNIT 3	<i>UNIT 3 →</i>	Practical Considerations and Implications		
	Mar. 20	8. INTERPERSONAL RELATIONSHIPS, WORK, AND HOME		Chs. 10, 11
		<i>Social Networks & Relationships; Labour Divisions; Gender in the Workplace</i>		
	Mar. 27	9. PHYSICAL HEALTH AND PSYCHOLOGICAL WELL-BEING		Chs. 12, 13
		<i>Sex and Gender in Physical/Psychological Health & Well-Being</i>		
	Apr. 3	10. AGGRESSION, VIOLENCE, AND CRIMES OF HATE		Ch. 14
	<i>Aggression; Sexual and Gender-Based Violence; Hate Crimes; Misogynist Subcultures</i>			
	<i>unspecified</i>	11. LOOKING AHEAD: CHALLENGES AND PROSPECTS†		---
	Apr. 14	Final Deadline for Unit 3 Debate Critique—to be uploaded to Canvas by 11:59 PM!		
	Apr. 17–28	FINAL EXAM—to be scheduled by the university (TBA); completed in Canvas.		

* Content from Ch. 1 and Lecture 1 will only appear on the Module 1 Quiz (i.e., NOT on the final exam).

† The concluding lecture, Lecture 11, can be watched any time at the end of the term / before the final exam. Content from this lecture will only be tested on the final exam (i.e., there will be no quiz for this module).

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 4 lectures/modules (Modules 8—11) and 5 chapters of the textbook (Chs. 10—14).

IMPORTANT: DO NOT CONFUSE COURSE UNITS WITH TEXTBOOK UNITS!

Note that you will NOT be tested on Chapter 15 of the textbook.

One week is dedicated to each learning module (excluding Module 11). Beginning on a Monday, each module will include 1 lecture file (PDF) as well as a video file of the lecture with instructor voice-over (also found in Media Gallery), plus assigned chapters from the textbook that must be read that week.

Each module ends with a **quiz** (excluding Module 11), which becomes available on Friday and closes on the following Monday.

One debate critique is also due at the end of each of the 3 units (debate critiques are always due on Fridays; see deadlines in course schedule). At the end of each unit, you will see that there is some extra time (almost a week) before your debate critique is due. You should use this extra time to complete your assignment and/or get ahead with your reading and studying.

Note that there is **no quiz for Lecture 11**. This concluding lecture can be watched any time at the end of the term and before the final exam. **Content from this lecture will only be tested on the final exam.**

IN 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.

Also be sure to refer to the Study Guide/Tips in Canvas for more tips on how to study the textbook and lectures and better prepare for the final exam!

NOTICE ABOUT REQUESTS FOR LETTERS OF REFERENCE

During your academic career, you may wish to request a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, due to the volume of requests I receive, I will not be able to accommodate all students. I will only be able to *consider* such a request under the following conditions:

(1) You have had significant interaction with me such that I have gotten to know you as an individual. I am not able to provide a reference based solely on you taking this course, and this does make the possibility less likely in a distance-education course (though not impossible). I will *not* provide a reference simply stating the grade that you receive in this course. (Your transcript will do that.) If I cannot confidently speak to your other qualities or traits, I cannot write a letter of reference for you. I will make *no exceptions* to this rule.

(2) You have received a final grade in this course of at least 80%. This means that I cannot consider such requests before the term has ended and grades are finalized. Please do not ask before that time.

(3) Your GPA should also be at a level that reflects a high academic performance overall. Note that my academic reputation would be compromised if I were to refer students who do not have the necessary qualifications for a program of study. Please be mindful of this.

(4) You make the request at least one month before the letter(s) must be submitted. Ideally, such a request should be made even earlier.

(5) In your correspondence, you clearly state the schools/programs you are applying to and the deadline(s) for submission of said letter(s) of support, and also attach your C.V., an unofficial copy or screenshot of your transcript, and a brief explanation of your interest in the desired program(s) and why a letter of reference from me specifically would be relevant.

Note that even if these above conditions are met, it is still very possible that I will not be able to provide you with a letter of reference due to the sheer volume of requests I receive. Writing such letters is a very time consuming process, and as such, it is necessary for me to set a limit on how many I can write per academic term/year. Please also note that I may not be able to get back to you in a timely manner if any of the above conditions are not satisfied.

*Please also note that in recent years, I have started to receive follow-up requests from students immediately after I inform them that I am unable to provide them with a letter of support. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate their request. Please note that I do not have unlimited amounts of time (or energy), and as such, it should not be presumed that I could just “make it work” if I wanted to. In the end, I would appreciate not receiving such follow-up requests. (And keep in mind that they come across as highly unprofessional, and as such, do not make me more inclined to provide the support requested.) **I consider every request seriously, and if I can make it work (and the above requirements are satisfied), I will. If I cannot, I’m sorry, but this is sometimes how these things go...***