

PSYC-320, Section 992 (Distance Learning)

Psych. Of Sex Differences



UBC Vancouver Campus, Winter Term (Jan. – Apr., 2026)

UBC is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəy̓əm (Musqueam) people.

This course is an introduction to the theory and research in the **psychological study** of **sex differences**, which fundamentally requires an examination of the construct of **gender** more broadly. Sex differences are complex and often vary by sexual orientation and gender identity, 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 the psychological differences between women and men; social and biological factors in sex differences and gender; gender development; stereotypes and sexism; cognition and communication; sexuality and relationships; work and family life; and health and well-being. Students who successfully complete this course will be able to discuss research on sex differences and gender, compare theoretical perspectives on sex and gender, and consider the implications of these topics.

Course Prerequisites: It is **strongly** recommended that you have taken an intro psychology course and/or have some knowledge of research methods!

YOUR INSTRUCTOR



Dr. David King, MSc, PhD (he/him/his)

Email: dbking11@psych.ubc.ca

Please email me directly, **not** via Canvas!

Office: Room 2406, UBC Psychology,
2136 West Mall, Vancouver, BC V6T 1Z4

Dr. King's Office Hours on Zoom: Wednesdays 10:00 AM – 12:00 PM (Jan. 7 – Apr. 8), or by appointment. *Drop in any time during these hours for **one-on-one** meetings, or email me to schedule a meeting. (See Appendix A.)*

NOTE: Office hour drop-ins/meetings may have to be limited to 10 to 15 minutes per student when others are waiting. *Please be respectful of everyone's time! I am **NOT** available on Fridays, Saturdays, Sundays, or holidays, or after 4 PM (PST) on any day.*

For my personal website and blog, please visit www.davidbking.net.

YOUR TEACHING ASSISTANT

Joshua Young (he/him/his) Email: jyoungbr@student.ubc.ca

Please email your TA directly to schedule a meeting. Remember to treat your TA with respect during all interactions and communications!

NOTE: Your TA should be your first point of contact for grading-related inquiries.

EMAIL ETIQUETTE *When emailing us for any reason...*

PLEASE DO:

- Include a subject line, starting with the course code AND section number.
- Include prev. relevant correspondence.
- Include your FULL name & student #.
- Be specific in your request (e.g., number of days needed for an extension).
- Give us at least 48 hours to respond!

PLEASE DON'T:

- Email us through Canvas.
- Email us multiple times about the same issue in a 48-hour period.
- Leave out important information.
- Provide unnecessary details about an illness (e.g., bodily fluids).
- Assume we can read your mind!

COURSE FORMAT

This course will be structured around textbook readings and lecture content, which is intended to summarize and expand upon textbook readings. PowerPoints will be posted online and should be read in addition to the assigned textbook readings. Video files of PowerPoints with instructor voice-over for each lecture will also be available. Both textbook readings and PowerPoint/lecture topics are indicated in the course schedule in this syllabus. The course schedule should be your main resource for staying organized in the course. You will be expected to complete 10 quizzes and 3 online exams (noncumulative, open-book, 1 per unit). You will also have the option of submitting one written assignment.

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

Course Modules: Course content will be presented in 11 modules (see 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.

Recommended Discussions & Links: External links and discussions recommended in Canvas are for your interest only and are NOT testable.

General Discussion Board: This should be used for general and **non-urgent** questions and discussions related to the course.

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

10 Module Quizzes (see deadlines on p. 12) — **10% of Grade (1% each)**

See section on 'Module Quizzes' for more details.

3 Unit Exams (noncumulative; see dates on p. 12) — **90% of Grade (30% each)**

See section on 'Unit Examinations' for more details.

1 Optional Paper (can substitute lowest exam score) — **30% of Grade**

See section on 'Optional Written Assignment' for more details.

+ up to 3 points from HSP (optional; see section on 'Extra Credit')

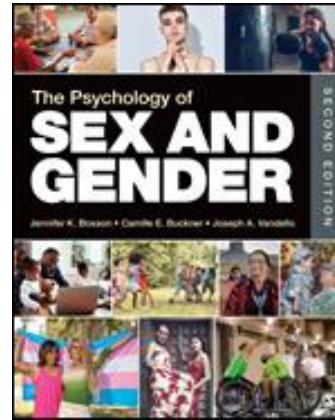
YOUR TEXTBOOK (REQUIRED READING)

The Psychology of Sex and Gender

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

NOTE: You will NOT be responsible for reading Chapter 15.

There are 2 formats of the book to choose from, depending on your needs...



1. Paperback (ISBN 9781544393995)

2. Electronic (ISBN 9781544394039)

NOTE: Multiple electronic formats and purchasing/ordering options for the electronic edition of the book are available. Any of these options is acceptable based on your specific needs. See the link below for more information on electronic purchasing options.

Link to VitalSource Website: <https://www.vitalsource.com/en-ca/products/the-psychology-of-sex-and-gender-jennifer-k-bosson-camille-e-v9781544394039>

NOTE: Due to significant updates and revisions to this edition, no other edition of the textbook 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).

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 keep you on track with your reading, improve learning, and help you prepare for exams. Quizzes are timed; you will have 10 minutes to complete each quiz (an average of one minute 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: Each quiz 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:

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. **For security purposes, correct quiz responses will ONLY be visible *once* immediately following the completion of each quiz!**

UNIT EXAMINATIONS

All exams in this class will be completed remotely and electronically in Canvas. There are 3 equally-weighted, non-cumulative exams. 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 (including the final exam), you will have the entire 24-hour period on the day of the scheduled exam to write the exam, which must be completed and submitted electronically in Canvas by 11:59 PM (PST) on the same day (see the *Quizzes* menu tab in Canvas). Each exam will consist of 40 multiple choice questions presented in random order. These questions will be based on both textbook and lecture material from the respective unit. 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. You will have a specific amount of time to complete the exam (to be announced).

All exams are “open book” and “open note,” allowing you to refer to your notes and book (in any format) during exams; however, **you are strictly prohibited from recording questions in any way, consulting with anyone else during an exam, and sharing exam content with other students** (see section on *Academic Integrity* for more details). Note that additional measures (e.g., Lockdown Browser) may be required during exams.

On Exam Day: All students must have uninterrupted access to a computer in order to complete the exam. At any time during the 24-hour period of a scheduled exam date, simply log in to Canvas, click on the *Quizzes* tab in the course homepage, and then click on the link for the appropriate exam. **Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver time).** Students in other time zones should make appropriate adjustments in order to ensure that the exam is **completed** by 11:59 PM (PST). If you experience technical issues during an exam, please email me immediately with as much information as possible. If you must close your browser or restart your computer during an exam, Canvas should remember where you left off and save your progress.

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: 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 an 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 or some alternative accommodation.

Exam Grades: Grades will be made available in Canvas as soon as possible (typically within one week of the scheduled exam date). Each exam will account for 30% of your final grade in the course. Additional feedback regarding exam performance can be provided upon request.

Exam Review: **Exam review opportunities and required procedures will be announced following each exam. Note that you may only be permitted to view incorrectly answered questions on exams, and various security measures (such as Respondus Lockdown Browser, screensharing, and/or turning your webcam on in Zoom) may be required.** All requests for exam review must be made within 1 week of exam grades being posted.

OPTIONAL WRITTEN ASSIGNMENT

You have the **option** of submitting a written assignment in this course (double-spaced, 4 to 5 pages in length NOT including the title page and references). The written assignment may be **EITHER** a literature review (of an area of study relevant to the course) **OR** a critique of one of the 'debates' included in your textbook or one of the additional debates posted in Canvas. It will account for 30% of your final grade and substitute your lowest exam grade IF it improves your final grade (otherwise, it will not count).

OPTION 1: LITERATURE REVIEW

The goal of this assignment is to **examine and review a particular question or area of research** in the psychology of sex differences, gender, gender identity, and/or sexual orientation, and make insightful conclusions regarding the topic. The goal is NOT to simply summarize individual papers or studies, but instead to write a **synthesized review of the current state of the scientific literature on your topic of choice**. Your topic can be as broad or narrow as you like, but narrower topics often allow for more detailed examination of a topic of research. Your topic should also be one that has been the subject of **recent** research, so that you can make conclusions about an area of study that is active and/or relevant to course content. **You must review a minimum of 5 primary source scholarly articles from peer-reviewed journals.** These articles must be relevant to the area/field of interest. Given that your goal is to address a current or recent topic of research, all or **most** of the research you review should be relatively recent. In some cases, reviewing more than 5 studies/articles may be beneficial (but don't overdo it). **Primary source** articles are those that 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).

Paper topics must be relevant to course content. Please confirm your topic with me or the TA if you are unsure of its suitability. As a starting point, it may be wise to consider course content that you found especially interesting or intriguing and want to explore further. Importantly, however, **you must ensure that the studies reviewed in your paper have NOT already been reviewed in depth in a reading assignment or lecture from this class.**

Paper Organization: *The paper should be organized as follows:* Start with an overview of the topic, including background information and definitions of key terms. At the end, identify the goals or purpose of your paper in a thesis statement. **[Approx. 1/2 to 3/4 page for introduction.]**

In the body of the paper, review the relevant research. Rather than simply listing summaries of studies, you should aim to organize the body of your paper around key questions/issues/points. Only include brief discussions of methods, participants, and analyses, unless these details are necessary. Focus more on study findings and their interpretation/implications. You should ensure that your review is **thoughtful, in-depth, and integrated** such that you are demonstrating critical thinking, drawing connections, and relating ideas throughout. **[Approx. 3 pages for body of paper.]**

Your conclusions on the topic should be based on the literature you reviewed and discussed, revisiting and summarizing key findings, stating conclusions (specific and general), and noting key implications (for research, clinical practice, and/or society), key limitations in the research reviewed or in the area of study broadly, areas for improvement, and suggestions for future research. In cases where topics involve controversy or debate, you should also make a firm conclusion regarding which side is the strongest based on the research reviewed. Though you are welcome to touch on some of these questions throughout the body of your paper, the discussion section should demonstrate critical thinking about the research as a whole, in order to offer some general conclusions and insights. These conclusions and insights should be clearly relevant to the thesis statement in your introduction. **[Approx. 1–1.5 pages for discussion.]**

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 key concepts or theories related to your topic? 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 some general conclusions about the topic or area of study?

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? 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?

A sample paper and detailed grading rubric/feedback sheet that will be used when grading will be made available on the course website.

OPTION 2: DEBATE CRITIQUE

The goal of this assignment is to **evaluate one of the ‘debates’ included in your textbook** or one of the additional debates posted in Canvas. 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 in your book. For the purposes of this paper, you will choose one of these debates and examine it more closely. **Debate critiques are not meant to be summaries of course material. Rather, they are intended to encourage critical thinking about specific topics in the study of sex and gender.** In most cases, it is best to pick one side of the debate of your choosing and support it.

Support for your stance can be in the form of 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.) Ideas or literature from neighbouring disciplines are also very much welcome. 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.

Although it is not necessary that you use sources of information beyond the lecture material and textbook for this paper option, the use of additional resources generally strengthens a paper. Accordingly, you are encouraged to cite additional resources (e.g., peer-reviewed studies, books). **The audience should be someone who has completed this course. As such, there should be very little time spent restating course content. Instead, you should be demonstrating critical thinking by presenting original insight(s).**

Paper Organization: *The paper should be organized as follows:* Start with a brief introduction to the topic and debate, including important background information. The introduction should end with a thesis statement outlining the goal(s) of the critique and clearly stating the stance/position that will be taking in your critique. **[Approx. 1/2 to 3/4 page for intro.]**

You will then offer support for your position by applying theories, concepts, and/or research (learned in class, presented in the textbook, and/or from other sources) but avoiding lengthy reiterations of course content. Ensure that your analysis is thoughtful and in-depth and any research or literature reviewed is relevant and integrated. **[Approx. 3 pages for body of paper.]**

You should end by making some concrete conclusions in which you reiterate your stance or position, integrate and connect your analyses and insights, formulate broader conclusions about the debate or topic at hand, discuss any key limitations of the content you applied and any outstanding questions, and offer recommendations for future research. **[Approx. 1 to 1.5 pages for discussion/conclusions.]**

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 evaluated the debate and/or supported your stance. For example, did you provide a focused analysis of the debate or some aspect(s) of it? Did you apply course content that was relevant to the focus of your analysis? Did you accurately interpret the theories, models, and/or research findings in your analysis? Did you support your claims with sufficient evidence or logical reasoning? Did you exhibit thoughtful, independent thinking? Were you creative, demonstrating new ways to think about the debate or course content? Did you connect conclusions and insights, providing an integrative analysis of the debate?

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? 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?

A sample paper and detailed grading rubric/feedback sheet that will be used when grading will be made available on the course website.

OPTIONAL PAPER REQUIREMENTS (applicable to both options)

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. Headings are optional but should be used somewhat sparingly. Extra spacing should not be included between paragraphs or after headings. First-person perspective and direct-quoting are acceptable but should be used appropriately, while the tone should remain formal and non-colloquial (i.e., non-conversational). All sources of information that are referred to in your paper should be referenced accordingly and adhere to APA formatting guidelines as outlined in the Publication Manual of the APA, 7th Edition (APA, 2019): <https://guides.library.ubc.ca/apacitationstyle>; or see this link: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. If citing lecture content, use the following formatting:

Example of in-text citation: As was noted in class (King, 2026a), gender roles

Example of reference section: King, D. (2026a). Lecture 5 [PowerPoint slides]. Retrieved from <http://canvas.ubc.ca>.

You should use lower case letters to distinguish among different lectures in both the in-text citation and reference section.

IMPORTANT NOTICE: Regardless of which option you choose, your paper **MUST** be consistent with course content or, when inconsistencies arise (such as citing research findings or views that contradict course content), you must acknowledge those inconsistencies and address them in your paper. If new concepts or theories (not discussed in a lecture or the textbook) are mentioned in your paper but not defined or explained, **your paper will not be accepted**. Similarly, if language is used which suggests that your paper was written by ChatGPT or generative AI, your paper will not be accepted. For example, formal ways of referring to course concepts that were not used in class and not introduced or explained in your paper will result in your paper being rejected due to suspicions of generative AI use. This reflects broader expectations regarding critical thinking and clarity of thought in your writing and is consistent with standard protocol in academic writing. There is no scenario in academic writing in which you should be using new technical terms or unfamiliar language without definitions or explanations!

DEMONSTRATING YOUR WRITING PROCESS (applicable to both options)

You are required to prepare your paper using Google Docs

(<https://docs.google.com/>), from the beginning (i.e., creating an outline) to the final draft that you will upload to Canvas in PDF format. In addition to submitting the final draft of your paper, you must also provide a link to the paper in Google Docs (<https://docs.google.com/>), which automatically keeps track of your editing history. The final version that you upload to Canvas must be the same version of the paper that is accessible in Google Docs. Once you upload your paper to Canvas, you can simply paste your Google Doc link into the Canvas comment section next to your paper submission.

In Google Docs, Version History keeps a record of your writing and editing process, which we will be able to view. We are requiring that you use Google Docs to write your paper to ensure that you are writing the paper yourself. This means that the Version History for your paper must be consistent with **you** writing the paper **yourself**. It must NOT include copying/pasting of large blocks of text (with the exception of direct quotes or references in the reference section). It must also reflect a reasonable "pace" of writing and generally be consistent with you writing the paper yourself, rather than simply copying what has been written elsewhere. Upon grading your paper, the paper's Version History in Google Docs MUST be consistent with you writing the paper from scratch; if it is inconsistent with the writing process or suggests that your paper was written by ChatGPT or generative AI, or copied from elsewhere, your paper will not be accepted. **Note that editing and revising are normal, expected parts of the writing process, and a "good" paper is generally one that has been heavily edited and revised many times.** Although there is no requirement for the number of edits or revisions that you go through for this assignment, it is expected that you demonstrate at least some editing and revising before your final draft. For this reason, it is strongly recommended that you start the writing process at least 2 weeks prior to the paper deadline.

If you have concerns about your personal information being shared with Google, don't worry! You do not need to include your student number in the Google Docs version of your paper. Furthermore, if you do not have a Google account and would prefer not to open one, you may simply contact us and we will provide you with a link to a Google Doc that you can use to work on your paper. You are also welcome to use an alias in your paper if desired, which you can notify us of by email.

Additionally, **you are required to include in your Google Doc the following 3 documents**, each of which should be located *after* your main paper and references. They are NOT part of your paper and should NOT be included in the final draft of the paper that you upload to Canvas.

- 1. Your Motivations:** Between 300 and 500 words on your motivations/reasons for choosing the topic of your paper and why you decided to approach the topic the way that you did. This is meant to be an informal, diary-like explanation, in which you discuss your interests in the topic and any reasons you might have had for choosing the topic and approaching it in a particular way. You should use first-person perspective for this document and aim to sound authentic and relatable in your tone (i.e., a formal, academic tone is not required here). This should be written before you create an outline. You can title this, "My Motivations."
- 2. Your Paper Outline:** The original paper outline that you created to write your paper. Although you might use this as a starting point and build on it during the writing/editing process, you should ensure that a copy of your original paper outline is included separately from the main document in Google Docs. You can title this, "Paper Outline." **NOTE:** *We would be happy to provide you with feedback on your paper outline, before you start writing! For feedback on your outline, please email your teaching assistant at least 3 weeks prior to the paper due date. (Feedback on paper outlines after this date will not be possible.) Although this step is not required, it is strongly encouraged in order to ensure that you are on track to writing a solid paper!*
- 3. Your Reflections on the Process:** Between 300 and 500 words on your experience writing the paper and what you learned from the process. This is intended to be an informal, personal reflection on the writing experience and should be written *after* you have written your paper. You're welcome to discuss anything that comes to mind here, from lessons about writing to personal insights about the topic. You should use first-person perspective for this document. You can title this, "Reflecting on the Process."

Note that you will not be graded on the above 3 documents. However, they will be required in order to receive a passing grade on the assignment. They are intended to ensure that you are invested in the writing process and not relying on external tools to write your paper for you. There are no specific requirements for these components, except that **they must be written in a thoughtful and sincere way.** You should aim to be *authentic* in your writing and this should be reflected in the above three documents.

OPTIONAL PAPER SUBMISSION (applicable to both options)

(1) Papers 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 the assignment. **All assignments should be submitted in PDF format with the Google Doc link included in the comment section.** **(2) Papers must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission (see further details below).** In cases of medical emergencies or unforeseen circumstances, concessions may be offered, but you must contact me within 24 hours of the deadline.

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. Please submit your paper in the exact same form as the hardcopy submission. **Originality reports of 30% or higher should be of concern.** Students will be able to view their originality reports and resubmit before the respective deadlines. Visit turnitin.com and use the following Turnitin information to submit your paper: **Class ID: 51293951; Enrolment Key: gender2026.** 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, which you should note in your Canvas submission.

WRITING SUPPORT

UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication (learningcommons.ubc.ca/improve-your-writing).

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

Remember, feedback on your written work is always beneficial, even if it’s hard to take at first! Please try to approach all critical feedback with HUMILITY, and do not take it personally!

ACADEMIC INTEGRITY

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 to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent as 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: www.calendar.ubc.ca/vancouver (see Campus-Wide Policies). What does academic integrity mean for this class? Here are some tips:

1. 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. Generative A.I. tools like ChatGPT are **not permitted** for any stage of work in this class. Importantly, any submitted written work must consist of your own writing. **Generative A.I. programs are not a replacement for human creativity, originality, and critical thinking. Using these tools to complete work in this class is strictly prohibited and will be considered an act of academic misconduct (and reported as such). A grade of ‘0’ will be assigned to any work completed using A.I. or ChatGPT.** A.I. detection software may be used in investigations of academic misconduct.

2. Avoid unintentional plagiarism.

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

3. DO NOT share course materials.

All course materials, including PowerPoint files and exam questions, are the **copyrighted intellectual property of David King.** You may not share these materials outside of this course (e.g., on CourseHero).

We appreciate your attention to these matters and trust that you will uphold these expectations at all times!

EXTRA CREDIT (HSP)

You can earn bonus credits in this course by participating in the Psychology Department's **Human Subject Pool (HSP)**.

HSP allows you to 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 'bonus' credits** in this course. Each credit is added to your final grade in the course as a bonus percentage point. Note that currently, there is no limit on the number of credits that can be earned from online studies.

Create an account and sign up for studies here: <https://hsp.psych.ubc.ca>. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. Or, if you prefer, you can earn the same credits by completing a library-writing project. Find more information at the above link or in the Canvas announcement regarding the HSP system, which includes further details.

IMPORTANT: As instructors, we do not have direct access to the HSP system. Any issues with HSP should be resolved directly with HSP Admin (hspadmin@psych.ubc.ca).

Please also keep in mind that the HSP system is NOT connected to Canvas. At the end of the term, we will receive a spreadsheet from HSP Admin containing a list of participating students and the credits assigned to them. At that time, we will enter HSP credits in to Canvas so that you can check that they are accurate. The only thing you need to ensure is that you have assigned your HSP credits to the class(es) of your choice, in your HSP account, before the system closes on the last day of classes. (Note that submissions for the alternative library option must be submitted no later than 10 days before the last day of classes.) Once the system closes, you will no longer have access to your HSP account!

NOTE: This will be the only way to earn bonus points in this course. It is highly recommended that you take advantage of this option!

DEPARTMENTAL POLICY ON GRADE DISTRIBUTIONS

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections.

For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; **B (72-75%) in Intermediate 300-level courses**; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on your academic record. You will receive both a percent and a letter grade for this course. At UBC, letter grades convert according to the key below:

A+	90–100%	B+	76–79%	C+	64–67%	D	50–59%
A	85–89%	B	72–75%	C	60–63%	F	0–49%
A-	80–84%	B-	68–71%	C-	55–59%		

PARTICIPATION & ATTENDANCE

I strongly encourage and appreciate student participation. Participation in this class may be in the form of questions or comments posed during any 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 posted 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 am dedicated to fostering a learning atmosphere that is receptive to and welcoming of 2SLGBTQIA+ people and issues (see 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 to be more polite 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:** <https://hr.ubc.ca/sites/default/files/documents/UBC-Statement-on-Respectful-Environment.pdf>



Unsure of What It Means to Be Respectful?

Here are some basic tips on how to communicate respectfully:
www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub.
Remember to treat your Instructor and TA(s) with the same respect!

SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises do arise, and so there are additional resources available should you need them, including those for survivors of violence. UBC values the safety of all individuals and respects the ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC also provides appropriate accommodation for students with disabilities and for religious and cultural observances. Details of these policies and how to access these services are available here: senate.ubc.ca/policiesresources-support-student-success. You can find further details below:

ACADEMIC ACCOMMODATIONS

UBC accommodates students with disabilities who have registered with the Centre for Accessibility (students.ubc.ca/about/access). If you are registered with the CfA and have an accommodation for this class, please notify me as soon as possible. If you have a time accommodation for exams, I will be adding those accommodations manually in Canvas. As such, I ask that you NOT apply for these accommodations through the Centre for Accessibility.

ACADEMIC CONCESSIONS

If you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me as you may be eligible for a concession. For more information, please consult Policies and Regulations in the UBC Calendar (www.calendar.ubc.ca/vancouver/index.cfm).

LEARNING RESOURCES

Learning Commons (learningcommons.ubc.ca) is an online resource designed to provide students with learning and study support. They also offer advice for **online classes** here: learningcommons.ubc.ca/resource-guides/online-learners/. For more help with online learning, UBC Distance Learning has made available a variety of **Online Learning Resources**, including help with exam prep: distancelearning.ubc.ca/students/online-learning-resources/. And Student Services offers tips for **Navigating Online Learning** here: students.ubc.ca/ubclife/series/navigating-online-learning.

HEALTH & WELLNESS RESOURCES

You may at some point find yourself struggling to manage your health (mental or physical) while in school. Below is a list of health-related resources on and off campus that you may wish to utilize. If concerns about your well-being arise during the term, or if you reach out to us asking for help, we may also submit an **Early Alert** on your behalf in order to get you help.

Early Alert allows faculty, staff, and TAs to identify concerns about students early and in a coordinated fashion. It is a confidential system in which student challenges can be reported to Student Services, who will refer you to appropriate resources. As an instructor, it is my responsibility to submit an Early Alert for you if concerns arise about your health or safety.

On Campus Services...

Centre for Accessibility: The CFA provides accommodations for UBC students living with physical or mental disabilities. Website: <https://students.ubc.ca/about-student-services/centre-for-accessibility> | 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 to document an illness if you require academic concession. Website: <https://students.ubc.ca/health/counselling-services> | Phone: 604-822-3811

Kaleidoscope: A confidential peer-run mental health support group that takes place on campus at least once a week. Website: www.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 throughout the UBC community. Website: <http://blogs.ubc.ca/ubcmhac/>

Mood Disorders Centre at UBC: A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder. Website: www.centreforbrainhealth.ca/clinics/clinic-information/mood-disorders

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: UBC provides students with a variety of healthcare services to help you maintain your health, including access to doctors and nurses. Website: students.ubc.ca/health/student-health-service | Phone: 604- 822-7011

Thrive at UBC: Thrive is a mindset and a week-long series of events focused on helping everyone at UBC explore their path to mental health. Website: wellbeing.ubc.ca/wellbeing-campaigns-and-initiatives/thrive

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

Off Campus Services...

BC Bereavement Helpline: Non-profit, free, and confidential service that connects the public to grief support services in BC. Website: www.bcbh.ca | Phone: 1-877-779-2223

BC Crisis Centre: 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

BC Grief Support Network: This is a student-led organization that provides bereavement resources to students and youth experiencing grief. They hold grief discussion groups at various locations in the province. Website: <https://bcgsn.ca>

Crisis Line: 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.

Crisis Services Canada: For crisis support across Canada, call 1-833-456-4566 or visit <http://www.crisisservicescanada.ca>

Health Initiative for Men (HIM): HIM provides HIV/STI prevention/treatment services and mental health support to GBQ men and gender diverse people. Visit <https://checkhimout.ca>

Here2Talk: Previously the Student Assistance Program, Here2Talk is a BC organization that that connects postsecondary students with mental health support when they need it. Free, confidential counselling and referral services are available 24/7 via app, phone, and web. Visit <https://here2talk.ca> or call **1-877-857-3397** (outside of Canada: 1-604-642-5212).

Hope for Wellness Helpline for Indigenous People: Hope for Wellness Helpline is available 24/7 to all Indigenous people across Canada. Website: <https://www.hopeforwellness.ca> | Phone: 1-855-242-3310.

LGBT Youth Line: YouthLine offers confidential and non-judgmental 2SLGBTQIA+ peer support through their text and chat services. Call 1-800-268-9688 or Text 647-694-4275. Website: <https://www.youthline.ca>

Mental Health Lifeline: For mental health support across Canada, call or text **988** 24 hours a day (365 days a year) or visit <http://www.crisisservicescanada.ca>

Pacific Spirit Addiction Services: A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician, and a drug education series. Phone: 604-267-3970

Talk Suicide Canada: Connect to a crisis responder to get help without judgement. Call **1-833-456-4566** toll-free from anywhere in Canada, 24 hours/day, 7 days/week, 365 days/year; or Text/SMS **45645** 4PM to Midnight ET.

Trans Lifeline: YouthLine offers confidential and non-judgmental 2SLGBTQIA+ peer support through text and chat. Website: <https://www.translifeline.ca> | Phone 1-877-330-6366

TIPS FOR COURSE NAVIGATION & MANAGEMENT

The course is organized into the following 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).**

Reminder: You will **NOT** be tested on Chapter 15 of the textbook.

One week is dedicated to each learning module (except 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](#)). Assigned chapters from the textbook must also be read that week.

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

Note that due to the midterm break from Feb. 16—20, that week's module quiz deadline and start date have been shifted to the following week (see course schedule).

One Unit Exam is also due at the end of each of the 3 units (see dates in course schedule). At the end of each unit, you will see that there is some extra time (almost a week) before your unit exam. You should use this extra time to study and prepare for the exam.

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 Unit 3 Exam. **Content from this lecture will only be tested on the Unit 3 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](#) in Canvas for more tips on how to study the textbook and lectures and better prepare for exams!

FREQUENTLY ASKED QUESTIONS

1. Why do quiz and exam questions appear one at a time?

While I am fully aware that this format is not ideal from a test-taking perspective, there is a very important reason for displaying quiz and exam questions one at a time: this allows us to randomize the question order from student to student, thus making it far more challenging for students to complete quizzes and exams together. As it is noted, all work submitted in this course must be your own, but since we can't invigilate test-taking directly, we have to rely on other measures to reduce the likelihood of collaborating on work. Furthermore, displaying questions one at a time makes it more difficult for students to save or copy questions and share them with other students or websites. Quiz/exam security is a big concern for us!

2. Why do I only have 10 minutes to complete quizzes?

I have to make quizzes challenging enough to ensure that we meet the department's requirements pertaining to grade distributions, as discussed in the introductory lecture. The quizzes are already open-book and open-note. I have to do something to make them more challenging. (This is a 300-level university course, after all.)

3. Why are quizzes only available for 4 days?

When designing this course, I was originally going to make quizzes available for only one day, but decided on four days. Making quizzes available at the end of the course module is consistent with the layout of the course and encourages better time management. Making them available at the end of the course module also makes it more difficult for students to discuss questions with each other.

4. Why are correct quiz responses only visible once after quiz completion?

This decision is also a matter of security. If correct quiz responses were visible indefinitely after completion, it would make it that much easier for students to share them with other students or with websites that provide students with the means to cheat. It is not standard practice for us to return quizzes and exams to students in in-person classes anyway, or to share answer keys with students, which is what this would amount to. Typically, exam review sessions are held and you get to see your exam once. This is consistent with this practice.

5. Do you have any tips on how to study for the course and prepare for the exam?

Yes, I do! Please read the Study Guide for this course, which is available in Canvas. (Look under *Student Resources* on the Canvas homepage.) The Study Guide includes tips for reading and studying the textbook specifically.

6. Are there practice tests to help prepare for the unit exams?

Yes, there are! In Canvas, go to *Quizzes* and then scroll down to *Practice Quizzes*. There you will find one practice quiz for each unit. Each practice quiz consists of 10 questions that are written and structured in a way that is consistent with the questions you will see on the exams.

Appendix A

Zoom Meeting Invitation Details for Office Hours

Please use the following Zoom meeting link and details for drop-in office hours as well as all other scheduled Zoom meetings:

David King is inviting you to a scheduled Zoom meeting.

Topic: Dr. King's Virtual Office

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://ubc.zoom.us/j/64610599232?pwd=NDJqTXJFdnlFmTitnQURHbIR3THQvUT09>

Meeting ID: 646 1059 9232

Passcode: 11

One tap mobile

+17789072071,,64610599232#,,,,,0#,,11#

Dial by your location

+1 778 907 2071 (Vancouver)

+1 647 374 4685 (Toronto)

+1 647 375 2970 (Toronto)

+1 647 375 2971 (Toronto)

+1 204 272 7920 (Manitoba)

+1 438 809 7799 (Montreal)

+1 587 328 1099 (Alberta)

+1 613 209 3054 (Ottawa)

Meeting ID: 646 1059 9232

Passcode: 11

Join from a videoconferencing system

IP: 65.39.152.160

Meeting ID: 646 1059 9232

Passcode: 11

SIP: 64610599232@vn.zmca.us

Passcode: 11

Appendix B

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.

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 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. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate the request. Unfortunately, I do not have unlimited amounts of time, 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...