

## PSYD18H3 Psychology of Gender

**PROFESSOR:** Dr. Oren Amitay, Ph.D., C.Psych. (Registered Psychologist)  
**CLASS TIMES:** Mondays from 3:00 to 5:00 in MW130 **OFFICE HOURS:** TBA  
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**IF YOU DO NOT HEAR BACK FROM ME W/IN 24 HOURS, PLEASE CONTACT ME AGAIN**

**MSN "LIVE" CHAT:** [ask\\_my\\_prof@hotmail.com](mailto:ask_my_prof@hotmail.com)

**INTRANET** \*\*\***YOU** are responsible for checking INTRANET frequently for the readings and critical class news/updates/information\*\*\*\*

This course focuses on theory and research pertaining to gender and gender roles. The social psychological and social-developmental research literature concerning gender differences will be critically examined. Other topics also will be considered, such as gender-role socialization.

### METHOD OF EVALUATION:

Mid-Term Exam (Oct. 15)	25%	Covering Sept. 10 – Oct. 8
Class Work/Participation	10%	Evaluated over all 11 classes
Presentation and Discussion Leader	10%	
Term Paper	25%	Due Oct. 29
Final Exam (During Final Exam Period)	30%	Covering Oct. 22 – Nov. 26

You are responsible for reading the articles **BEFORE** class and your participation grade will reflect both your attendance (mandatory) and ability to understand and discuss the course material. The **Midterm** and **Final Exams** will be comprised of a variety of types of questions, from short answer to essay to objective measures, and will test your understanding of material/information covered in class and in the journal articles. If you miss either exam, you will have to provide *proper* medical documentation and petition to be allowed to write a special Midterm Exam (harder than the original) or a deferred Final Exam during the next exam period (up to four months away). I am very strict about medical documentation and do not give make-up exams easily. **\*\*ALL components must be completed to pass this course.\*\***

### TERM PAPER:

Intranet contains a detailed document explaining the **Term Paper**. In short, you will be required to choose a "controversial" topic dealing with "gender," explain where the controversy came from, present two (or more) sides to the controversy, and give a solid explanation for why you are more compelled by one side of the controversy than the other(s). This paper should demonstrate your appreciation for some of the problems that limit theory and research in the field of Gender and should go beyond anything you hear in class. This is an **eight- to ten-page paper** (approximately **2500 words**) with at least **ten acceptable references**. Intranet contains a step-by-step guide on how to present your work in the "gold standard" of psychology, APA style. Make sure to read these documents so you do not unnecessarily lose points.

If you are not comfortable with your writing abilities, or would like a quick refresher on specific topics, then be sure to make use of the following two excellent resources:

UTSC Writing Centre: AC 210, <http://www.utsc.utoronto.ca/~tlweb/TWC/index.htm> (offers 20 min. drop in sessions, or 50 min. 1-1 sessions)

U of T Advice on Academic Writing: <http://www.utoronto.ca/writing/advice.html> (great source of materials on writing)

### COURSE OUTLINE and READINGS:

**Sept. 10** Introduction to course/overview

NO READINGS

**Sept. 17** Sex Differences in Responding in Research

Alexander, M.G., & Fisher, T.D. (2003). Truth and consequences: Using the bogus pipeline to examine sex differences in self-reported sexuality. *Journal of Sex Research*, 40, 27-35.

Wiederman, M.W., & Dubois, S.L. (1998). Evolution and sex differences in preferences for short-term mates: Results from a policy capturing study. *Evolution and Human Behavior*, 19, 153-170.

## COURSE OUTLINE and READINGS (continued):

**Sept. 24** Sexual Assault: Prevalence Rates, Methodologies, Controversies

Koss, M.P. (1993). Detecting the scope of rape: A review of prevalence research methods. *Journal of Interpersonal Violence*, 8, 198-222.

Koss, M.P., Gidycz, C.A., & Wisniewski, N. (1987). The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. *Journal of Consulting and Clinical Psychology*, 55, 162-170.

**Oct. 1** Gender Differences in Morality

Donleavy, G.D. (2008). No man's land: Exploring the space between Gilligan and Kohlberg. *Journal of Business Ethics*, 80, 807-822.

**Oct. 8** Gender Differences in Achievement, Intelligence, etc.

Preckel, F., Goetz, T., Pekrun, R., & Kleine, M. (2008). Gender differences in gifted and average-ability students. Comparing girls' and boys' achievement, self-concept, interest, and motivation in mathematics. *Gifted Child Quarterly*, 52, 146-159.

Lynn, R., & Irwing, P. (2004). Sex differences on the advanced progressive matrices in college students. *Personality and Individual Differences*, 37, 219-223.

**Oct. 15** MIDTERM EXAM

**Oct. 22** Gender and Mental Health Issues

Kramer, M.D., Krueger, R.F., & Hicks, B.M. (2008). The role of internalizing and externalizing liability factors in accounting for gender differences in the prevalence of common psychopathological syndromes. *Psychological Medicine*, 38, 51-61.

**Oct. 29** Group Presentation 1\*                   \*\*\*Term Paper is Due Today\*\*\*

**Nov. 5** Group Presentation 2\*

**Nov. 12** Group Presentation 3\*

**Nov. 19** Group Presentation 4\*

**Nov. 26** Group Presentation 5\*

The articles referenced above are available to PSYD18H3 students for download from **Intranet**.

\* Each group will provide me with an **electronic copy** of your article **at least one week prior** to your presentation, and I will upload it to Intranet for your colleagues. The format and expectations of the presentations will be discussed further in class and on Intranet.

### Policies on academic integrity:

Please review the UTSC Code on Academic Behaviour:

[http://www.utsc.utoronto.ca/courses/calendar/University\\_of\\_Toronto\\_Policies.html#Code\\_of\\_Behaviour\\_on\\_Academic\\_Matters](http://www.utsc.utoronto.ca/courses/calendar/University_of_Toronto_Policies.html#Code_of_Behaviour_on_Academic_Matters)

### AccessAbility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

*The preceding schedule, policies, procedures, and assignments in this course are subject to change. Any changes will be discussed in class and agreed upon by students beforehand.*