Course Name: Gender Differences
Course Number: PSY 426
Term Offered: Fall 2016
Credits: 4
Instructor name: Rachel Dilts, PhD
Instructor email: rachel.dilts@oregonstate.edu

Course Description
Survey of theories, life cycles and contemporary problems of women and men in a social context. Scientific examination of gender related to psychological functioning and behavior. Topics can include psychological research on human similarities and differences in gender attitudes, relationships, sexuality, violence, employment, and mental health. (Bacc Core Course) PREREQS: PSY 202 [D-]

Communication
Ground rules for communication and participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 24-48 hours, and I may be offline on weekends; so ask questions early.
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss netiquette: http://www.albion.com/netiquette/corerules.html.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don’t see your answer there, then please contact me.
- Guidelines for a productive and effective online classroom. The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion. Participate actively in the discussions, having completed the readings and thought about the issues. Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments. Think through and reread your comments before you post them. Assume the best of others in the class and expect the best from them. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class. Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all. Be open to be challenged or confronted on your ideas or prejudices.
• OSU Student Evaluation of Teaching — Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

• You are encouraged to ask questions. These questions may be about course material, assignments, and/or grades. I invite you to ask questions about course material and policies in the online office; please direct questions about specific assignments and grades to me individually. I want you to learn the information and perform well; but most of this is up to you. Take active responsibility for your own performance.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources


*Note to prospective students:* Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
Students who successfully complete this course will be able to:

1. Describe theoretical foundations and empirical research in the psychology of gender. (Demonstrated through online discussions, midterm examinations and final paper)
2. Differentiate biologically- and socially-constructed components of sex and gender. (Demonstrated through online discussions and midterm examinations)
3. Describe the diversity within and between genders across a range of psychological domains. (Demonstrated through online discussions and self-reflective journal)
4. Critically apply gender-related concepts and theories to one’s own life and social experience. (Demonstrated through self-reflective journal)
**Bacc Core / Slash Course / WIC**

Psy 426 fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Students who successfully complete this course will be able to:

1. Explain how difference is socially constructed. (Demonstrated through weekly online discussions and self-reflective journal)
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination (Demonstrated through successful completion of the Final Paper and self-reflective journal activities)
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States. (Demonstrated through online discussions)

**Evaluation of Student Performance**

- Self-Reflective Journal Entry (9) – 9 points
- Research Reviews (2) – 10 points
- Weekly Discussions (9) – 18
- Final Presentation – 50 points
- Midterm #1 – 50 points
- Midterm #2 – 50 points
- **Total – 187 points**

**Course Content**

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1 Syllabus</td>
<td>Online discussion</td>
<td>Both assignments due Sunday by 11:59</td>
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<td></td>
<td></td>
<td>Journal</td>
<td></td>
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<td>2</td>
<td>Ch 2-3</td>
<td>Online discussion</td>
<td>Both assignments due Sunday by 11:59</td>
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<td></td>
<td></td>
<td>Journal</td>
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<td>3</td>
<td>Ch 4-5</td>
<td>Online discussion</td>
<td>Both assignments due Sunday by 11:59</td>
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<td></td>
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<td>Journal</td>
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<tr>
<td>4</td>
<td>Ch 6-7</td>
<td>Online discussion</td>
<td>All three assignments due Sunday by 11:59</td>
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<td></td>
<td></td>
<td>Journal</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Research Review #1</td>
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<tr>
<td>5</td>
<td>Online discussion</td>
<td>Both assignments</td>
<td></td>
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<tr>
<td></td>
<td>Journal</td>
<td>due Sunday by 11:59</td>
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<tr>
<td></td>
<td>Midterm Exam</td>
<td>Midterm</td>
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This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465
Week | Reading Assignments | Learning Activities | Due Dates
--- | --- | --- | ---
| | | | available Sunday through Sunday.
6 | Ch 8 | Online discussion Journal Research Review #2 | All three assignments due Sunday by 11:59
7 | Ch 9-10 | Online discussion Journal | Both assignments due Sunday by 11:59
8 | Ch 11-12 | Online discussion Journal | Both assignments due Sunday by 11:59
9 | Ch 13 | Online discussion Journal | Both assignments due Sunday by 11:59
10 | Ch 14 | Online discussion Journal Final Presentation | Discussion and journal due Sunday by 11:59. Final presentation due Wednesday
Finals | | Final Exam | Final Exam available Sunday through Thursday

Online Lectures
Within the online materials, important topics and issues that reinforce and relate to the readings will be presented. The lectures are not designed to imitate the text, but are intended to draw and expand upon it. Lectures may also incorporate videos, computer-based simulations, PowerPoint’s and activities to assist your understanding of key topics.

Reading Assignments
Reading assignments are indicated in the course calendar. In order to benefit from the class and keep up with the pace of instruction, it is essential that you complete each reading in a timely manner. Reading the textbook will be an essential aspect of successful completion of this course.

Discussion Participation
In order to reinforce course concepts and theories, applied online discussions will be integrated into the course mix. Each week, you will participate in threaded discussions. You are required to post 2 times per week to the discussion questions (1 to each DQ) and (1 peer response) to each DQ to receive your full weekly points. This equals 2 posts and 2 peer responses. A post or response must show meaningful thought and not just “I agree” in order to count and must be a minimum of 50-word count.

In addition, 1 post must be completed by Wed 11:59pm to get the discussions going and the rest are due by Sunday 11:59pm. Discussion are a didactic component of the class and must be done during the week to meet this purpose. Discussions will be not accepted late past the day are due for any reason.
Self Reflective Journal
Students will be required to write a reflective analysis about the application of gender issues to their own lives. Journals are your opportunity to self-reflect and explore issues of gender as they have impacted you throughout your life. Specific journal questions will be assigned and posted online. These entries should be at least a paragraph long for each question (1-2) per week and informal, but checked for the following: completion (answering all questions), and length of content. Journals are submitted weekly online and due by Sunday 11:59pm.

Research Reviews
This is a research activity requiring you to find additional and more recent information than what is cited in the textbook. You can choose research cited from any chapter or area in the book and look for more research on that subject. The requirement is that the date of research must be more current than what is listed in the text. Submit a 1-page summary of what this more current research says about the topic and how it is different and/or similar to what the research states in the text. You must choose a peer reviewed journal article on the topic, regardless of what kind of reference is used in the text. In addition, you must cite the full reference in APA style. Two of these are required and due at different points during the term. See the calendar below.

Final PowerPoint Presentation
Topics-You choose one!
- Cross Cultural - Choose one culture and describe how men’s and women’s roles are portrayed. Compare and contrast this culture to the United States.
- Gender and the Media - Describe the most recent research on how gender and gender roles are portrayed in the media.
- The Role of Hormones in the Development of Gender Roles - Describe the most recent research on the role that hormones might play in the development of gender roles.
- Single-Sex Education - Describe the most recent research that evaluates (not describes) the consequences of single-sex education.

Proctored Exams
Two exams will take place in this course. They are not cumulative in nature, and will consist of 50 multiple choice questions reviewing text material. These will be taken in a proctored testing environment during the course. For proctored examinations, your testing session must be supervised by an approved proctor; photo identification is required at the time of the test. It will be your responsibility to arrange for a proctor; you must then submit the proctor information to me for acceptance and approval. Visit this site for information on acceptable proctors and proctor guidelines. Here is the proctor request form. If you have problems, please email Ecampus Testing or call during business hours: 800-667-1465 or 541-737-9204.

Grading Criteria and Expectations

<table>
<thead>
<tr>
<th>Content (60%)</th>
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<tr>
<td>All main points of the topic are covered substantially.</td>
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<tr>
<td>Content is clear and organized; major points are supported by details, examples, or analysis and academic support.</td>
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<tr>
<td>The presentation is logical, flows, and reviews the major points of your topic selection.</td>
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Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
### Development (20%)

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<tr>
<td>The presentation is 10 to 15 slides not including a title or reference slide (which must be included).</td>
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<tr>
<td>The presentation uses visual and auditory aids appropriately and effectively.</td>
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<tr>
<td>The presentation effectively incorporates design elements, such as font, color, headings, and spacing, as this is a visual presentation of content and not a paper.</td>
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<tr>
<td>Includes speaker notes for each slide.</td>
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### Mechanics/Format (20%)

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<td>The assignment file is presentable and functional; for example, the audio clips are audible, visual components are viewable, and links work appropriately.</td>
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<tr>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct throughout the presentation.</td>
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<tr>
<td>The presentation is consistent with APA guidelines. A minimum of 3 peer reviewed, recent references are required.</td>
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### Course Policies

**Submission of work:**

- A class week is defined as the period of time between Monday 12:01am (Pacific Time Zone) and Sunday at 11:59pm (Pacific Time Zone). Assignments scheduled for completion during a class week should be completed and successfully submitted by the posted due date. Late assignments are accepted at 10% per day deduction; up to 4 days only. Discussions cannot be accepted after the week they are due, because they are considered a didactic experience, which cannot be made up.
- Create a backup file of every piece of work you submit for grading. This will ensure that a computer glitch or a glitch in cyberspace won’t erase your efforts.
- When files are sent attached to an email or dropbox submission, the files should be in either Microsoft Word or PDF file formats.

**Technical Assistance:**

- If you experience computer difficulties (need help downloading a browser or plug-in, you need help logging into the course, or if you experience any errors or problems while in your Online course), contact the help desk for assistance (call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online).
- If the issue is preventing you from submitting or completing any coursework, contact me immediately.

### Incompletes

Incompletes will not be given except in truly extreme cases which almost never occur.
Guidelines for a Productive and Effective Online Classroom

All of the work you turn in must be your own, in your own words (unless citations are used), and your exams must be completed without help from others. Deviating from these standards will be considered academic dishonesty, and may result in an “F” grade for the assignment or for the course. See OSU’s policy on cheating for more information.

Conduct in this online classroom — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by the Oregon Administrative Rules Division Student Conduct Regulations.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS). [If all items are accessible in your course, please delete the orange text in this section.]

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information.
This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
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