I. COURSE DESCRIPTION

Psychology 4367, Gender Issues in Psychology, is an upper division undergraduate course in theories of gender in psychology. Both traditional and contemporary theories that focus on the unique aspects in the psychological development of women as well as men will be closely examined in this class.

This course will depart from the definitions of gender and sex and will explore a wide range of themes, such as anatomical, neurological and cognitive components of sex and gender constructs, gender as a social construct, sex as a biological category, cultural values as identity makers, gender in social interactions, gender issues in relationships, gender in romantic relationships, gender and achievement, gender and health, gender and psychopathology and finally relationships, gender and health. Theoretical and empirical research methods in the psychology of gender will also be rigorously explored.

Student learning outcomes in this class will be the following:

- Understand gender as a theoretical construct inspired by the human sciences and sex as a biological category.
- Learn to contemplate gender in a multidisciplinary framework: biological, neurological, cognitive, psychological, psychopathological, anthropological and sociological.
- Learn to think about the cultural frameworks that would help one to better understand “gender in psychology.”
- Be able to think about gender as a construct that departs from observations, and is supported by consistent theories and validated by empirical data.
- Recognize and assess the value of sex and gender as constructs that are sufficiently solid to inspire research.
- Think critically about the scientific consistency of gender as a construct motivating research questions and methods in psychology.
- Explore gender (social roles) and sex (biological category) as factors deeply implicated in the etiologies of certain mental disorders.
II. TEXT (Required)


III. GRADING

1. Values of the grades

The grading of written work will be done according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
</tr>
</tbody>
</table>

2. Giving, assigning and receiving grades

As a professor, I do not “give” grades; rather I assign them according to a very precise rubric. Thus whatever personal difficulties students may encounter can play no role whatsoever in the grade they receive. Whether your work is assessed by me or by a grader, in all cases a precise rubric is employed to assess students’ performance in the most objective way possible.

- If you do not understand why you received a particular grade, you should meet me during my office hours. I will be happy to show you what you did wrong and offer advice on how to improve your performance in the future.

- If after meeting with me you still don’t agree with the grade you received, you are free to initiate a grade appeal.

3. Grade appeals

**Grade Appeal Process.** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

IV. ATTENDANCE

Regular class attendance is essential for success in this course and represents 10% of the final grade. Absences may be excused due to medical reasons, participation in athletic activities, and/or religious holidays. All absences must be supported by proper documentation in order to be excused.

About attendance…

Attendance will count for 10% out of the 100% of the final grade: You are permitted five unexcused absences, after which your final grade will be reduced by 10%.
V. EXAMS (90%)

There will be four examinations worth 100 points each and 90% of the overall grade for the course. Exams will be given on the date announced unless you are notified of a change. When the exam calendar changes, the syllabus will be updated and posted on Blackboard. You will receive a notice by email to your Islander account if the exam schedule is modified.

1. **Take Home Exam # 1 will count for 25% of the final grade.** It will be a written *Take Home Exam* composed of short essays.

2. **Take Home Exam # 2 will count for 25% of the final grade.** It will be a written *Take Home Exam* exclusively composed of essays.

3. **FINAL Take Home Exam # 3 will count for 40% of the final grade.** It will be a written *Take Home Exam* exclusively composed of essays. The final exam is cumulative.

All the Take Home Exams must be returned by the scheduled deadline in two different formats: (1) a **printed copy must be it has to be returned to my office**, and (2) an **electronic/digital copy must be submitted via Blackboard as a Word document**. Essays emailed to the professor will not be accepted.

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5 essential rules about exams…

1. **All take home exams must contain at least seven references to academic articles or books using APA quotation method.** Five academic readings will be uploaded to Blackboard at the beginning of the semester. A take home exam without academic references will not be accepted.

2. **All take home exams must be submitted by the listed deadline in printed and digital formats.** It is the students’ responsibility to ensure that digital essays have been properly uploaded to Blackboard. Thus please check your submission twice.

3. **Any essay that is not submitted in both print and digital form will receive a zero.**

4. **Make-up exams may only be arranged when the request is supported by acceptable and well-documented reasons (e.g., absences due to medical, athletic, and religious holidays). Undocumented absences will be counted as unexcused.**

5. **Printed or digital exams submitted without the student’s name will not be graded and will receive a zero.**
VI. ETIQUETTE

In my class, the atmosphere tends to be friendly and relaxed. Discussions are engaging and shared laughter is very common. In order to preserve this atmosphere you must observe some basic rules of etiquette.

1. **Use of electronic devices**

   The use of electronic devices (computers, tablets, cell phones, recorders, etc.) is forbidden in my class. If you have any of these items with you, please switch them off and leave them inside your bag during class. **There will be no exceptions to this rule; those who violate it will be asked to leave class and will be marked as absent (unexcused) for that class meeting.**

2. **Punctuality**

   All students are expected to arrive to class at the designated time. If for professional or personal reasons you feel you are unable to be on time you must inform me at the beginning of the semester. Otherwise students who regularly arrive in class more than fifteen minutes late may be marked as absent (unexcused) and asked to leave.

3. **Classroom behavior**

   3.1 **Discretion about Personal Issues**

      As my classes tend to be very interactive, I encourage students to share their thoughts about ideas or clinical situations discussed in class. However I will not accept any discussion of family, personal and/or intimate problems, even if I understand that the content of psychology lectures may encourage such personal reflection. In my opinion, learning to adopt emotional distance and discretion about one’s private life is part of psychological training. A class in psychology is thus not a group psychotherapy session and should not be understood as such.

   3.2 **Professional Opinions About Personal Issues**

      As a professor of psychology my role is to teach rather than to act as a clinician, and according to the code of conduct in psychology it is unethical for me to treat students as patients. Thus I will **not** give you any professional advice. In concrete terms this means that I will not comment on diagnoses or treatments that you, your family members or friends may have received. Nor will I conduct any clinical analysis of your personal situations.

   3.3 **Silence versus Participation**

      Discussions will be very encouraged when comments and discussions are expressed in front of the class, allowing other students and myself the opportunity to be part of them. When conversations are not shared, students will be asked to keep quiet. **Students having private conversations during lectures will be politely asked to leave the class.**

   3.4 **Respect for other Students’ Opinions**

      Respecting other people’s points of view is the required emotional position in a class where academic demonstration is privileged to the detriment of emotional and affective expression or value judgment. **Students showing disrespectful behavior towards others will be politely requested to leave the class.**
Please note that, according to TAMUCC policies of academic misconduct, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. Additionally, possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to the contents of an unadministered test, test key, homework solutions or possession at any time of current or previous test materials without the instructor’s permission will be considered academic misconduct.

VII. ABOUT ACADEMIC MISCONDUCT

Definitions of academic misconduct according to TAMUCC policies

Academic Misconduct is engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases.

1. **Cheating**: Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

2. **Plagiarism**: Intentionally and knowingly presenting the work of another as one’s own with the exception of information that is generally accepted common knowledge. The current University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violation of these codes will be held responsible. For more information, go to: [http://falcon.tamucc.edu/~students/handbook.html](http://falcon.tamucc.edu/~students/handbook.html)

3. **Multiple Submissions**: The submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of the class for which the student submits the work.

4. **Collusion**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.

5. **Fabrication, Falsification, or Misrepresentation**: The intentional altering or inventing of any information or citation that is used in assessing academic work.

Any of these acts of academic misconduct will result in a zero for this class.

VIII. LECTURES AND CLASS MATERIALS

1. **Availability of lectures**

PowerPoint slides of all my lectures will be posted on Blackboard and you will always be informed by email of any updates. These slides are a summarization of the most important aspects of the textbook. In any case they *do not* replace the textbook.
All PowerPoint lectures will be posted on Blackboard and you will always be informed by email of any update.

I may travel during the semester. In such case, all of my lectures will be recorded and posted on Blackboard.

Other class materials like methodological orientations for Take Home Exams, key recommendations to write the research paper, theoretical/conceptual schemes, recorded lectures, syllabus updates will be posted on Blackboard.

2. Content of the lectures

My lectures deal with mental illness, cultural and gender stereotypes, discrimination and crime. Some of them may contain violent, sexual and/or criminal scenarios that will be presented within the framework of the class.

My clinical experience has been conducted in different countries. For this reason, this class will contain ethnographic and clinical information about representations of gender, psychiatric diagnoses or treatments from other continents (Asia, Africa, Europe). The very fact that I describe and analyze some of these social representations and/or clinical practices does not mean that I agree with them or that I recommend their implementation in the U.S.

IX. CONTACTING ME

1. Questions or requests from students

When you have a question, need an explanation or want to meet with me for any reason, you are very welcome to send me an email or come to one of my scheduled office hours.

When sending me an email, please write the topic of your message in the subject line of your email.

Please check the syllabus or Blackboard to see if your question has already been answered.

2. Sending and/or receiving emails

To ensure that your email has been received and read I strongly recommend that you enable the delivery and/or read receipt options in your email program.

I tend to respond quite quickly to my emails, but if you have not received a response after one week please contact me via my office phone number during office hours or come directly to my office.

We are connected by a professional relationship. Please respect a certain level of courtesy when you write me. I will do the same with you.

For any communication with me or for the updates that I will send through Blackboard, I will contact you on your Islander email account. Please be sure that you have activated your Islander account before starting my class and that you check it regularly. I will not be
responsible if you do not received essential information because your islander account is not activated.

3. Student’s Privacy

To protect your privacy I will not respond to any email that does not include your name as part of the address.

In accordance with FERPA policies, I do not display or comment grades by phone or by email.

X. STUDENTS WITH DISABILITIES

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Corpus Christi Hall #116, at 825-5816. If you need disability accommodations for this directed independent study, please see the instructor as soon as possible.

XI. ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and department chair. The College's Academic Advising Center is located in Driftwood 101 E, and can be reached at 825-3466. For more information, go to: http://www.tamucc.edu/academics/academic_advising.html

XII. ASSIGNED READINGS

The majority of assigned readings will be the textbook listed above. Five academic articles will be uploaded to Blackboard site for this course.
XIII. SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>08/28/2014</td>
<td>(1) Introduction to the course</td>
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<tr>
<td></td>
<td>(2) Time for student’s questions</td>
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<tr>
<td>09/02 &amp; 09/04/2014</td>
<td>Chapter 1 – Introduction to the Psychology of Gender</td>
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<tr>
<td>09/09 &amp; 09/11/2014</td>
<td>Chapter 2 – Methods and History of Gender Research</td>
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<tr>
<td>09/16 &amp; 09/18/2014</td>
<td>Chapter 3 – Gender Role Attitudes</td>
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<td>09/23/2014</td>
<td>Submission of Take Home Exam #1 on Blackboard</td>
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<tr>
<td>09/23 &amp; 09/25/2014</td>
<td>Chapter 4 – Sex Related Comparisons: Observations</td>
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<tr>
<td>09/30/2014</td>
<td>Deadline to submit Essay # 1 on Blackboard and return printed copy to the professor’s office</td>
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<tr>
<td>09/30/2014</td>
<td>Chapter 5 - Sex Related Comparisons: Theories</td>
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<tr>
<td>10/02/2014</td>
<td>Chapter 6 - Achievement: Disparities between genders</td>
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<tr>
<td>10/07 &amp; 10/09/2014</td>
<td>Chapter 7- Communication: Gender in Interactions</td>
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<td>10/14 &amp; 10/16/2014</td>
<td>Chapter 8 - Friendships</td>
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<tr>
<td>10/16/2014</td>
<td>Submission of Take Home Exam #2 on Blackboard</td>
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<tr>
<td>10/23/2014</td>
<td>Deadline to submit Essay # 2 on Blackboard and return printed copy to the professor’s office</td>
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<tr>
<td>10/21 &amp; 10/23/2014</td>
<td>Chapter 9 - Romantic Relationships (Part I)</td>
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<tr>
<td>10/28 &amp; 10/30/2014</td>
<td>Chapter 9 - Romantic Relationships (Part II)</td>
</tr>
<tr>
<td>11/04 &amp; 11/06/2014</td>
<td>Chapter 10 - Sex Differences in Health (Part I)</td>
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<tr>
<td>11/11 &amp; 11/13/2014</td>
<td>Chapter 10 - Sex Differences in Health (Part II)</td>
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<td>The body in psychopathology</td>
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<tr>
<td>11/18 &amp; 11/20/2014</td>
<td>Chapter 10 - Sex Differences in Health (Part III)</td>
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<td></td>
<td>Gender and psychopathology</td>
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<tr>
<td>Thanksgiving week - The 11/25/2014 class is cancelled</td>
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<tr>
<td>12/02/2014</td>
<td>Chapter 11 - Relationships and Health</td>
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<tr>
<td>12/04/2014</td>
<td>Submission of Take Home Exam # 3 FINAL</td>
</tr>
<tr>
<td>12/09/2014</td>
<td>Deadline to submit Take Home Exam # 3 FINAL on Blackboard and return printed copy to the professor’s office</td>
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</table>

NOTE - Semester schedule may be subject to changes.