Psychology 380
GENDER
Dewey 238
Mondays, 9 – 12
3 credits

Instructor
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Office Hours: M 2-3 pm and by appointment

Contacting Me
E-mail is the best way to reach me. Although I usually check my email frequently, please know that a response may take up to a couple of days. I’ll do our best to get back to you earlier, if possible.

Course Overview
This seminar is intended for graduate students in psychology or related fields. This course will include an examination and critique of psychological theories, methods, and research about gender. Social, situational, individual, and biological explanations of gender similarities and differences in affect, cognition, and behavior will be explored. Class members will compare alternative—sometimes contradictory—explanations of the selected phenomena. Case examples will come from the areas of social development, social relationships, moral reasoning, sexuality, cognition, and psychopathology.

Course Objectives
Upon completion of this course, you should be able to:
- Describe theoretical explanations for gender roles and behavior
- Discuss and critically evaluate research regarding sex similarities and differences in cognition, affect, and behavior
- Consider how culture and society shape the study of sex and gender
- Incorporate issues of sex and gender into your own research

Course Format
- Readings. Required readings are available on Blackboard (under “Course Materials”) and in our box in the Psych 1 area. Be sure to complete all readings assigned for the day before class.
- Meetings. The primary format for this course is discussion. On some days, the instructor will provide a lecture to provide a foundation for the discussion. Please bring in newspaper articles, internet stories, etc., that relate to the topics we discuss.
Course Requirements

Class Participation (40% of your grade).
This is a seminar course and focus on class discussions of course material and related topics. The quality of this course depends on your thoughtful and active contributions to the class. Active participation includes listening attentively to others, making contributions regarding your own thoughts and ideas, and responding to the ideas of others. I understand that some students are more comfortable in discussion than others; however, the success of this course depends on participation from all students. Thus, I expect active participation from each class member. I expect you to attend every class, to complete all of the course readings before class, and to come to each class with ideas and questions to discuss. If you must miss class, please let me know in advance.

Please remember that in a class of this nature, a variety of opinions and views are to be expected. To ensure a positive learning experience and full participation by all, please listen with an open mind and express your thoughts and responses in a respectful manner.

Critical Reflection Papers (35% of your grade).
Each week, you will turn in a 1-2-page (typed, single-spaced) critical reflection paper. The goal of these papers is to integrate and synthesize the ideas from the readings for the week. Please do not summarize course readings in these papers; instead, you should engage in some of the following: comparing and contrasting the ideas of the readings, evaluating the strengths and weaknesses of each perspective, identifying questions that remain unanswered in the readings, and linking the papers with your previous knowledge, research, or professional experience. At the end of each paper, you should identify 3-4 questions that you would like to discuss with the class regarding the readings.

Final Paper (25% of your grade).
Students will complete a 4-5 page (typed, double-spaced) final paper addressing how course material could be incorporated into their own research. This paper is due on the last day of class (Monday, Dec. 8). Each student will present his/her ideas to the class and we will use class time to discuss these approaches.
Course Schedule and Readings

I. Introduction and Theories of Gender Development

9/8: Introduction; Reflecting on gender in our own lives; Difficulties in studying gender; Should we study gender?


9/15: Are there more than two sexes? The social construction of gender


9/22: Biological bases of gender


9/29: Social cognitive, gender socialization, and social role theory


II. Affect, Cognition, and Behavior

10/6: Intelligence, Achievement, and Ways of Knowing


GUEST LECTURE: Dr. Heather Bouchey

10/13: Gender and the self


10/20: **Moral reasoning, aggression, and violence**


### III. Relationships and Health

10/27: **Peer Relationships**


11/3: *Romantic Relationships and Marriage*


11/10: *Sexuality*


GUEST LECTURE: Dr. Ale Rellini

11/17: *Stress, Physical Health, and Mental Health*


11/24: **THANKSGIVING BREAK: NO CLASS**

12/1: **Division of Labor, Parenting, and Work Roles**


Gay unions shed light on gender in marriage.

12/8: **Conclusions and Applications to Research**

FINAL PAPER DUE