

Psychology of Sex Differences: PSY315 (35009) Winter 2024
Instructor: Robert Deaner, Ph.D., Professor of Psychology

Instructor's Office: 1315 Au Sable Hall

Instructor's Office Hours: Monday, Wednesday, and Fridays 11:00 – 11:30; and by appointment. “Walk-ins” are welcome, but students with appointments have priority. It is strongly recommended that you email the instructor for an appointment.

Meetings may occur in the instructor's office or via Zoom. Please check with the instructor to find a mutually agreeable format.

If meeting by Zoom, use this link:

<https://gvsu-edu.zoom.us/j/966668883358?pwd=eWk0OOGlJeTVBR3VGbGZEU3A2cjhQT09>

Meeting ID (that you probably won't need): 966 6688 3358

Passcode (that you probably won't need): beagle

Instructor's Email: robert.deaner@gmail.com (recommended and preferred to deanerr@gvsu.edu); always type “315” in the subject line and include your full name in the message.

Instructor's Phone: 331-2423 (definitely not recommended; I don't check phone messages.)

Course time: Monday, Wednesday, Friday, 12:00 – 12:50 PM

Course Location: 2302 AuSable Hall

Prerequisites (courses passed already): There are no prerequisites required to take this course. However, knowledge of research methods (e.g., PSY300) will be very helpful.

Required (or strongly recommended) texts: (1) Buss, David (2019). Evolutionary Psychology: The New Science of the Mind (6th ed.). Psychology Press. ISBN: 9781138088610. (2) Bosson, Katherine (2021). The Psychology of Sex and Gender (2nd ed.) SAGE Publications. ISBN: 978-1544393995. Paper or electronic copies of these books are fine. No additional access to online materials is needed.

By default, you will be enrolled in the GVSU Save program, which will allow you to access the textbooks electronically through Blackboard. If you don't take action to “opt out” of this system by Friday January 19, you will be charged for this access.

Course Format:

We will be using an in-person or face-to-face “flipped classroom” model. This means:

- The instructor will post videos for all of the lectures.
- Students will watch these videos and do the readings prior to our synchronous, face-to-face sessions. Students will also prepare for approximately one session per week by completing a Response Assignment (RA) (see below).
- The face-to-face sessions will be highly interactive. We will review key concepts, apply them, and (about once per week) discuss the Response Assignment.
- After some synchronous meetings (about once per week), students will have an opportunity to take a low-stakes extra credit quiz. Although these quizzes are not worth many points, they are a crucial way for students to gauge their understanding of the lectures and readings. The quizzes are also important part of preparing for the exams.

Course Description:

A critical examination of the psychological research regarding purported mental, emotional, and behavioral differences between women and men, theories of the development of gender identity, and the etiology of differences. Issues discussed will include the construction of difference and the cultural and ideological uses of the rhetorics of difference.

Syllabus of Record Objectives

Every course at Grand Valley State University has certain core learning objectives, described in the “Syllabus of Record.” Every topic covered in this course will include elements directly relevant to meeting these objectives:

- Describe biological mechanisms of sexual differentiation
- Describe sex and gender differences in classic behavioral domains
- Explain and apply principles from evolutionary, developmental, and sociocultural theories
- Critique primary research about sex differences
- Identify trade-offs in gender-related policy decisions

Basis for Grading:

		<u>Grading Scale</u>
<u>Potential Points</u>		95 & above A
		90-94.99 A-
		87-89.99 B+
		83-86.99 B
Course Connection	5	80-82.99 B-
Literature critique	30	77-79.99 C+
Quizzes (extra credit)	0	73-76.99 C
Response assignments	110 (11 assignments, 10 pts each)	70-72.99 C-
Exams	300 (3 exams, 100 pts each)	67-69.99 D+
Total Points =	<u>445</u>	60-66.99 D
		59.99 & below F

Number Grade = Earned pts/455 x 100 (no rounding up!)

Course Connection (5 pts)

- *Description* – Your first assignment is to consider your personal connection to this course. To earn all 5 points, you must complete this assignment by Friday January 12 at midnight. You will submit it via Blackboard. In 80 – 150 words, please tell me:
 - Your year and major(s)
 - Two or three things of personal interest, such as such as a job, hobby, pet, unusual talent, religion, disability, living situation or family situation.
 - Something about this course that concerns you or that you are curious about.
 - Discuss how what you anticipate learning in this course might be relevant to your other courses or your life outside of GVSU (e.g., job, family, hobbies).
 - A large photo that clearly shows your face.

Response assignments (11 assignments, 10 pts each, 110 pts in total):

- *Description* – Eleven synchronous sessions will include the discussion of an assignment that students will complete prior to the session. Generally, this will involve answering 10 – 15 questions about one or two primary research articles, although it may also involve some other activity such as watching a video, or reading a magazine article. Materials for each assignment generally will be provided about at least week in advance of the course meeting. Students will submit their responses via Bb by 9:00 AM prior to the session where they will be discussed. Students can only earn full credit for an assignment if they submit it by the deadline.

Literature critique (30 pts):

- *Description:* In this course, we will regularly read primary research articles. The instructor will generally select these articles. However, for this assignment each student will select an article and summarize and critique it. Details on the requirements for this assignment will be provided later in the semester.

Exams (3 exams, 100 pts each = 300 pts)

- *Exam format:* There will be three exams, one exam after roughly 6 weeks, one exam after roughly 11 weeks, and one exam after 14 weeks (given during Final Exam period). Questions will be primarily drawn from narrated lectures and Response Assignments. The third exam will be partly cumulative. Exams will be closed book.
- *Exam location and timing:* Students will take their exams in our classroom (or a DSR space) during regular class time. **Exams cannot be taken online.**
- *Make-up exams:* If you miss an exam due to illness or a death in your immediate family, you must provide written documentation within 24 hours following the scheduled exam time. If you must miss an exam for any other reason, you **MUST** email the instructor with a valid excuse *24 hours in advance* to schedule a make-up exam. Failure to notify me in advance will result in a zero on the exam. Because make-up exams are difficult to create, schedule, and administer, at the instructor's discretion, the student's score for the exam may be reduced by up to 20%.

Quizzes (0 pts; up to 24 pts extra credit):

- *Description:* There will be 12 (and possibly 13) brief multiple-choice quizzes. These are for extra credit. Quizzes will be the only opportunity for earning extra credit. The quizzes will address assigned readings, lectures, and Response Assignments. Quizzes will be given through Blackboard. Unlike Exams, Quizzes will be open book, open internet, and open notes, but students may not consult with any person, including their peers.
- *Availability:* Quizzes will be available for a limited time on the day when we have our face-to-face synchronous session, generally from noon until midnight that evening, a 12-hour window. Once a student begins the quiz, however, they will only have a few minutes to complete it.
- **Quizzes cannot be made up. If you have a great excuse for missing a quiz (even if excused by the University), you still cannot make up a quiz.** You don't need to bother asking the instructor for an exception; the answer, for every single student, will definitely be "No, you cannot make up a quiz."
- Most quizzes will have 5 questions, each worth 0.4 points (2 points max per quiz). Thus, there will be a total of 24 quiz points available during the semester. This is enough to meaningfully boost your overall course grade. For example, a student who answers an average of 3 out of 5 questions correctly on 9 quizzes would earn an extra 10.8 points, which would raise their overall course average by about 2.5 points; this would be enough to push a B average to a B+.

Blackboard:

Almost all aspects of this course will require that students have access to Blackboard. If you have questions about your access, contact information technology staff: <https://www.gvsu.edu/it/>

Communication

The instructor will communicate all class announcements in class and via Blackboard email. You are expected to check your email regularly. Announcements will generally remain on Bb throughout the semester. They should be considered as official amendments to the syllabus. Please check the relevant announcements before emailing a question to the instructor.

The instructor will usually send an email announcement out on Friday evening or Saturday morning that details the upcoming events and assignments for the upcoming two weeks.

Course Schedule:

This a provisional schedule, meaning topics (and possibly dates) may change based on time constraints, unanticipated events, and the instructor's discretion. However, every effort will be made to make sure there will be no changes to the exam dates. When the instructor makes changes, he will communicate them in class and via announcements on Bb.

Week#	Meetings	Topic & Readings	Assignment Due
1	Mon – Jan 8 Wed – Jan 10 Fri – Jan 12	Covid readings; Scrabble readings L1 Intro to Evolutionary Approach: Buss 1 (all), 2 (pp. 33 - 38), 3 (pp. 76 -81), 4 (pp. 102 - 105); 100% Refund deadline	Course Connection
2	Mon – Jan 15 Wed – Jan 17 Fri – Jan 19	MLK Day – No Class L1 cont. RA#1	Response Assignment #1 (Cuteness in infant faces)
3	Mon – Jan 22 Wed – Jan 24 Fri – Jan 26	L2 Sexual Differentiation: Bosson 3 (pp. 75 – 100)	RA #2 (TBA)
4	Mon – Jan 29 Wed – Jan 31 Fri – Feb 2	L3 Mating: Buss 4 - 6; Bosson 9 (pp. 315 – 319); 75% Refund deadline	RA #3 (Receptivity to sexual offers)
5	Mon – Feb 5 Wed – Feb 7 Fri – Feb 9	L4 Meta-Analysis & Effect Sizes: Bosson 2	RA #4 (TBA)
6	Mon – Feb 12 Wed – Feb 14 Fri – Feb 16	L5 Development: Bosson 4 Exam #1 Review	RA #5 (TBA)
7	Mon – Feb 19 Wed – Feb 21 Fri – Feb 23	Exam 1 L6 Social Behavior I; Buss 9, Bosson 5, 10 (pp. 331 – 338)	
8	Mon – Feb 26 Wed – Feb 28 Fri – Mar 1	L7 Social Behavior II; Buss 10, 12	RA #6 (TBA)
	Mon – Mar 4 Wed – Mar 6 Fri – Mar 8	Spring Break Spring Break Spring Break; Drop with "W" deadline	
9	Mon – Mar 11 Wed – Mar 13 Fri – Mar 15	L8 Cognition: Bosson 7	RA #7 (TBA)
10	Mon – Mar 18 Wed – Mar 20 Fri – Mar 22	L9 Variation Across Time and Societies	RA #8 (TBA)
11	Mon – Mar 25 Wed – Mar 27 Fri – Mar 29	Exam 2 L10 Sexual orientation: Bosson 9 (pp. 291-303; 309-313)	
12	Mon – Apr 1 Wed – Apr 3 Fri – Apr 5	L11 Sexual conflict: Buss 11; Bosson (pp. 485 – 508)	RA #10 (TBA)
13	Mon – Apr 8 Mon – Apr 10 Fri – Apr 12	L12 Work & home: Bosson (pp. 369 – 402)	RA #9 (TBA)
14	Mon – Apr 15 Wed – Apr 17 Fri – Apr 19	TBA	RA #11 (TBA)

The Final Exam (Exam #3) will be XXXXXX April XX from 12:00 – 1:50.

The Literature Critique is due at 11:59 PM on Wednesday April 24.

Accommodations for Students with Disabilities:

If there is any student in this class who has special needs because of learning, physical or other disability, please contact me or Disability Support Resources (DSR) at 616.331.2490.

The Student Code, Academic Dishonesty, and Plagiarism:

This course is subject to the GVSU policies: <http://www.gvsu.edu/coursepolicies>.

Students are responsible for upholding ALL aspects of the Student Code:

<https://www.gvsu.edu/studentcode/>

For example, **lying to a professor is a violation of the Code**. Here are some more details:

As described by the GVSU Student Code, “Academic dishonesty is defined as actions or behaviors that misrepresent one’s contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination.”

As described by the GVSU Student Code, “Offering the work of someone else as one’s own is plagiarism...” “Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged.” “Depending on the instructor’s judgment of the particular case, he/she may...give a failing grade for the ... entire course.”

Simply rearranging the words or substituting synonyms in the original source is still plagiarism.

Fred Meijer Center for Writing and Michigan Authors:

Web: gvsu.edu/wc

Contact: virtualwc@mail.gvsu.edu (616-331-2922)

Location: Lake Ontario Hall, Room 120 (Allendale)

Online: Virtual writing support is available during all hours of operation for both drop-ins or scheduled appointments. Email support is also available (provided within 72 hours of submission).

The Fred Meijer Center for Writing provides writing assistance to all GVSU students, on any type of project and at any stage of the process. The Writing Center employs both undergraduate and graduate writing consultants from across majors and disciplines. Consultants are trained to help writers brainstorm, organize, or develop their ideas; and they can help writers edit their own work and document sources correctly. The Center’s services are free and students can work with an idea, assignment prompt, or draft of their paper. Students can virtually drop in or schedule an appointment; both appointments and drop-ins are available during all service hours: (Mon-Thurs 9am-11pm, Friday 9am-3pm, Sunday 2pm-11pm).

Due to COVID-19, all writing center services are available online. Limited in-person consulting may be available; please check the Writing Center’s website for up-to-date information. All service options (drop-ins, appointments, email support) can be accessed via the Writing Center’s online scheduling system - Book It. We look forward to working with you!

Knowledge Market:

“Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. We now offer online support in two ways: online peer consultations during open hours and a database of browsable resources that are available 24/7. For information about the Knowledge Market or to make a virtual appointment, visit www.gvsu.edu/library/km.”

Library Liason:

“Each department has a designated librarian to support your research needs. Samantha Minnis is our liaison librarian for Psychology. Her email is minniss@gvsu.edu and she is available for online consultations: BB Collaborate, Google Meet, Zoom, or email. You can also check out the Psychology Subject Guide, which is a great place to start your library research.”

Psych Friends Peer-to-Peer Mentors:

It's never too late to learn about ways to become a more successful student! Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

About the instructor, Robert Deaner

- I've been teaching PSY 315 at GVSU since 2007. I've taught about 20 sections of it now (about 750 students). I also teach PSY300 (Research Methods in Psychology) and PSY375 (Comparative Psychology).
- I'm an active researcher. Many of my projects address sports, competitiveness, sex differences, or both. I've recently done research on microaggressions and sex differences in rock climbing, cooking, and interest in participating in research.
- I did my PhD in Biological Anthropology at Duke. This is relevant because I often use an evolutionary perspective when thinking about sex differences, which is somewhat unusual in PSY courses. The course is mostly organized around an evolutionary perspective, although we integrate many other perspectives too.

Meetings with instructor

- You are always welcome to meet with me. A few minutes before or after class usually works well, although you are welcome to schedule a longer meeting at a different time.
- We can do a longer meeting in-person MWF, usually between 11:00 and 11:45 or after 1:00.
- We can also do a longer meeting on Zoom; I can usually be free for at least a few minutes any day of the week.

Textbooks

- The books are more "strongly recommended" than "required." Some students may choose not to purchase them and may still do well in the course.
- Lectures are based on the books and other readings (which will often be made available in the "Readings" folder.) The lectures generally will not closely follow the book (as my lectures for PSY300 do).
- The material you need to know for quizzes, exams, and response assignments will come from the lectures, not the books or other readings.
- Reading the book will allow you to engage more deeply with the material. Most students who perform well purchase and read the books.

Synchronous, Face-to-Face meetings in the classroom

- Not "required" and no attendance is taken. However, I notice who is there and who is engaged, and **I highly recommend attending every session you possibly can**. Students with poor attendance rarely do well.
- Synchronous meetings are for you to ask questions, apply what you have learned, and discuss the response assignments. They will not be lectures, although I may do mini lectures for some especially challenging material (e.g., statistical issues).

- Quizzes must be taken that day from noon - midnight. No passwords required. You can take the quiz even if you didn't attend our synchronous class session. There will generally be one extra credit quiz per week. I will usually announce them several days ahead of time. We're going to have a quiz on the first Wednesday of class (Jan 10); questions will come from the Scrabble readings. We're also going to have a quiz on the second Wednesday of class (Jan 17); questions will come from Lecture 1.
- I will not record our face-to-face, synchronous meetings. If I did this, this might undermine students' interest in attending class.

Narrated lectures and powerpoints

- I will often break narrated lectures into sections of 15 to 20 minutes. Some narrated lectures may be only 20 minutes in total, but some may be 100 minutes or more. I will aim to post lectures at least one week before the synchronous session where we will be discussing the material. This will generally be by Sunday at midnight.
- I sometimes speak slowly so you may wish to watch the lectures at 1.5 (or 2.0) speed. Pause and go back when you need to take notes.
- Have the powerpoint presentation open when watching the lectures. There will usually be underlined red blanks for you to fill in.
- You should be taking notes in addition to filling in the red blanks. Do things such as restating things in your own words and making notes about what is unclear or confusing so that you can email me or ask at our next synchronous meeting. Studying actively leads to deep and well-retained knowledge; passive learning (only listening and/or reading) generally does not.
- Use the outlines at the beginning of each part of lecture. Those are also exam study guides. Try to figure out what the key point/message is for each item in the study guide.
- There will sometimes be suggested videos and links. Most are optional. I'll let you know when they are "required."
- It may be wise to watch narrated lectures before you read the book. Some students can do well without reading the book, but most students will learn things much more thoroughly if they also read.

Exams

- Multiple choice but very difficult. Even good students might get 75% or lower.
- You need to build a buffer by doing well on the response assignments and the extra-credit quizzes.
- Cramming doesn't usually work for exams. Keeping up does. Studying with classmates can also be very effective.

Response assignments (RAs)

- Yes, there will be exam and (sometimes) quiz questions based on the RA questions.
- Yes, I know that ChatGPT and other AI platforms can answer RA questions. However, you are not allowed to use any of these AI platforms to answer these questions. I'll also note that it's not difficult for me to detect if people are using these platforms. I will compare your answers to those from AI and strong similarities will make me suspicious. I will also use AI detectors to flag suspicious text. Finally, AI will be wrong on some questions, and if your answer is similar to AI on those, that's a clear indicator of cheating.
- Read these directions carefully.

- For each question, paste the question and its question number onto your page. Leave a blank space and then type in your answer. Leave a blank space before the next question and answer. Make it easy for me to tell what question you are answering.
- Use complete sentences. Grammar and spelling count.
- Answers to assignments should be in your own words and should avoid technical terms when possible. It's your responsibility to "show you know." If you haven't convinced me that you can explain the answer to someone who hasn't read the paper, then you won't receive full credit.
- Some questions have more than one part (e.g., sub-questions). Answer all parts of each question if you want to earn full credit.
- Upload your answers as an attachment, preferably a Word document (best) or a pdf (okay)
- I strongly prefer that you upload your answers as an attachment. However, if you can't do that, it's acceptable to place your answers in the textbox field.
- A grade of 9.99 means that you did a great job on the RA and essentially received full credit. However, I didn't give you 10/10 because I wanted you to look in the comments because I wanted to show you an answer that was better or more complete than yours.
- Yes, you can still earn full credit even if you don't answer a question or two superbly. I realize that some questions are very challenging.
- If you are having difficulty answering a question, you can ask me for help, but I generally expect you to do these assignments mainly on your own.
- Discussing questions with a classmate is fine, but you should put everything into your own words.

Course Connection

- Easy 5 points, and you don't want to lose that. It's not extra credit - It's required. Due by Friday Jan 12 at midnight.