

Psychology of Sex Differences: PSY315 (35009) & WGS315 (35154) Winter 2021
Instructor: Robert Deaner, Ph.D., Professor of Psychology

Instructor's Office: 1315 Au Sable Hall

Instructor's Office Hours: Monday & Wednesday 12:15 – 12:45, 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.

All individual meetings with the instructor will take place online. Use this link:

<https://us.bbcollab.com/guest/f600dfc3a8bf45819c0d988163cfab97>

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: Wed & Fri; 2:00 – 2:50PM; Some students may choose to participate in sessions from 1:00 – 1:50PM rather than 2:00 – 2:50PM; more details will be provided later

Course Location: Online only

Prerequisites (courses passed already): There are no prerequisites required to take this course. However, knowledge of research methods 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 (2018). The Psychology of Sex and Gender (1st ed.) SAGE Publications. ISBN: 978-1506331324. Paper or electronic copies of these books are fine. No additional access to online materials is needed.

Course Format:

We will be using a “flipped classroom” model. This means:

- The instructor will make and post videos for all of the lectures.
- Students will watch these videos and do the readings prior to our synchronous sessions. Students will also prepare for most sessions by completing a Response Assignment (see below).
- The synchronous sessions will be highly interactive. We will review key concepts, apply them, and discuss the Response Assignment.
- After most online synchronous meetings, 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.

This is a partially synchronous online course.

There will be no face-to-face meetings.

There will be online synchronous meetings via Blackboard Collaborate. We will use this link:

<https://us.bbcollab.com/guest/ceea37f4c9154480947c35f915618508>

This link is different than the link for office hours (see above).

The online synchronous meetings will occur on Fridays and possibly some Wednesdays. In particular, it's a 14- week semester, and we probably will have synchronous meetings on all 14 Fridays, we

will have exams on 2 Wednesdays (available all day), and we may have synchronous meetings on one or two additional Wednesdays.

See the schedule at the end of this syllabus for the likely (not definite) dates. Attending the online synchronous meetings is highly recommended, but it is not required. This is because the instructor will always record the online synchronous sessions so that students can review them later, at their leisure.

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> |
|-------------------------|-----------------------------------|----------------------|
| | | 94 & above A |
| | | 90-93.99 A- |
| | | 87-89.99 B+ |
| | | 83-86.99 B |
| | | 80-82.99 B- |
| | | 77-79.99 C+ |
| | | 73-76.99 C |
| | | 70-72.99 C- |
| | | 67-69.99 D+ |
| | | 60-66.99 D |
| | | 59.99 & below F |
| <u>Potential Points</u> | | |
| Course Connection | 5 | |
| Literature critique | 30 | |
| Quizzes (extra credit) | 0 | |
| Response assignments | 110 (11 assignments, 10 pts each) | |
| Exams | 240 (3 exams, 80 pts each) | |
| Total Points = | <u>385</u> | |

Number Grade = Earned pts/385 x 100 (no rounding up!)

Course Connection (5 pts)

- *Description* – Your first assignment is to explore your personal connection to this course. To earn all 5 points, you must complete this assignment by Sunday January 24 at midnight. In 100 – 150 words, please tell me:
 - Your year and major(s)
 - Three things of personal interest, such as your job, hobby, pet, unusual talent, disability, living situation, family situation, or COVID-19 situation.
 - Something about this course that concerns you or that you are curious about.
 - Something specific that you hope to learn from this course.
 - 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).

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 one week in advance of the course meeting. Students will submit their responses via Bb by noon 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, 80 pts each = 240 pts)

- *Exam format:* There will be 3 exams, which will be spaced out across the semester (see Course Schedule below). Exams will consist of multiple-choice questions and may also include short-answers or short essays. Questions will be primarily drawn from narrated lectures and Response assignments. The exams may be partly cumulative.
- *Exam location and timing:* Students will take their exams via Blackboard. Exams will be open book, open internet, and open notes, but students may not consult with anyone, including classmates. Students will be given a roughly 15-hour window to begin an exam (8AM until 11PM) but will have limited time to complete the exam once they begin. For example, if an exam has 50 multiple-choice questions, students may only be permitted 60 minutes to complete it once they have started.
- *Make-up exams:* If you miss an exam due to illness, you must provide a doctor's excuse within 24 hours following the scheduled exam time. If you must miss an exam for any reason other than illness, you **MUST** email me 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 - 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, narrated lectures, and Response Assignments. Quizzes will be given through Blackboard. Like the exams, quizzes will be open book, open internet, and open notes, but students may not consult with any person, including peers.
- *Availability:* Quizzes will be available for a limited time on the day when we have an online synchronous session. Most commonly we will have an online meeting on Friday afternoon, and the quiz will be available on Blackboard from 2:00PM until midnight that evening, a 10-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.**
- Most quizzes will have 5 questions, each worth 0.4 points (2 points max per quiz). Thus, there will be a total of 24-26 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 3 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.

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.”

Course Schedule:

This a provisional schedule, meaning topics (and possibly dates) will 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 / Activity | Main Assignments Due |
|-------|------------------------------------|---|--------------------------------|
| 1 | Fri – Jan 22 | Course Overview; Discussion of Scrabble reading | Course Connection (Sun Jan 24) |
| 2 | Fri – Jan 29 | L1 Intro to Evolutionary Approach: Buss 1, 2 | Response Assignment #1 |
| 3 | Fri – Feb 5 | L2 Sexual Differentiation: Bosson 3 | RA #2 |
| 4 | Fri – Feb 12 | L3 Mating: Buss 4-6; Bosson 9 | RA #3 |
| 5 | Fri – Feb 19 | L4 Meta-Analysis & Effect Sizes: Bosson 2 | RA #4 |
| 6 | Fri – Feb 26 | L5 Development: Bosson 4 | RA #5 |
| 7 | Wed – Mar 3 Fri – Mar 5 | Exam 1 (available all day) L6 Social Behavior I; Buss 9, Bosson 5, 10 | |
| 8 | Fri – Mar 12 | L7 Social Behavior II; Buss 10, 12 | RA #6 |
| 9 | Fri – Mar 19 | L8 Variation Across Time and Societies; TBA | RA #7 |
| 10 | Fri – Mar 26 | L9 Cognition: Bosson 7 | RA #8 |
| 11 | Wed – Mar 31 Fri – Apr 2 | Exam 2 (available all day) L10 School | |
| 12 | Fri – Apr 9 | L11 Work & Home: Bosson 11 | RA #9 |
| 13 | Fri – Apr 16 | L12 Sexual Orientation; Bosson 9 | RA #10 |
| 14 | Fri – Apr 23 | L13 Health & Well Being; Bosson 12, 13 | RA #11 |
| 15 | Fri – Apr 30 | Final Exam (available all day) | Literature Critique |