Course Overview:
The goal of this course is to critically examine social-historical changes in psychological theories research concerning women and girls and to explore the psychology of women’s unique experiences. Special consideration will be given to how women’s experiences are shaped by cultural and media representations of women and women’s roles, as well as the treatment of women’s mental and physical health. Although the main focus of this course will be on self-identified women, we will also discuss gender identity more broadly, as well as important intersections of identity that affect women’s experiences. There will be readings from feminist theorists throughout the course. In general, we will adopt an empirical approach meaning we will talk about research and experiments a lot. We will also critically reflect on the research process.

Text:
The text is broad and general, while the lectures will tend to cover more specific, contemporary issues and perspectives, especially recent experimental and theoretical developments.

Course Website:
On CourseSpaces, I will post the course syllabus, additional readings, information about assignments, information necessary for in-class activities, and any relevant announcements (e.g., grades). CourseSpaces is where you will submit your main assignment.

Contacting the Instructor:
Please come to my office hours or contact me at my UVic email account. Please do not contact me through CourseSpaces. You must include “PSYC 341” in the subject line of your e-mail for me to respond in a timely manner. Make sure you put your name and student number at the end of your message.

Respect for Diversity:
It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socioeconomic status, ethnicity, race, and culture. Your
suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

Course Drop Deadline:
The last day for dropping a course with a 100% fee reduction is September 17. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered only in courses that you have been attending.

Grade Composition Overview:
Research Participation or Research Summaries – 5%
In-class group exercises = 5%
Midterm 1 = 25%
Midterm 2 = 25%
Midterm 3 = 15%
Op-Ed = 25%

Grades:
In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.43 is rounded to 79 and 79.55 is rounded to 80.

Specific Requirements

Research Participation/Summary Credits:
You have the option of either participating in psychology studies through the Sona-Systems Research Participation Pool, or completing short journal article reviews (Sex Roles, Feminism & Psychology), for a total of 5% of your grade. This is not a bonus or optional part of your grade like in some other classes. See end of syllabus for more information.

In-Class Group Assignments:
There are 6 group work assignments, but only 5 will count for marks. To receive full marks for this component of the course, you must complete any 5 of the 6 assignments (1% each). This means that all students may miss one group work day without loss of marks. Students may be asked to collect relevant material to bring to a group work day. Some of these group work sessions may focus on developing our questions for our final assignments. All group assignments must be returned for marking in the class they are assigned (unless otherwise specified). Late assignments will not be marked. Alternative assignments are available for students who have missed two group work days (this option is only available once to each student) as long as there are legitimate reasons (e.g., serious illness, death, etc.) and must be handed in on or before the last day of class (December 4, 2019).

Tests:
There will be three in-class tests worth a total of 65% of your final grade. Tests are not cumulative. Test 1 is worth 25%, Test 2 is worth 25%, and Test 3 is worth 15% of your final grade. Each test will cover all material from the text, videos, and lectures from the period leading up to the test.
Each test will have multiple choice and short answer questions based on the textbook, assigned readings, and lecture content.

a) **Missing Tests:** I expect all students to be present for tests. There will be no option to re-write a missed test. If you see a test date that poses a conflict to your schedule, contact me in person or via e-mail (anfisher@uvic.ca) well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 2 days of the missed exam (either in person or via e-mail) to request consideration for the alternative test score (described below). If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed test. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting documentation from a health care professional. Any students who miss a test without making prior arrangements or without providing documented justification will receive a mark of zero for that test. There will be no exceptions to this policy.

b) **Alternative Test Score:** If a student misses an exam and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed test will be generated based on their other two exam scores. For example, if a student missed Test 2, then the recorded mark for Test 2 would be the average of his or her scores on Tests 1 and 3. The chance to generate a missed tests score from your remaining tests is only available once; if you miss two tests, you will receive a zero for the second missed test and that zero will be included in the calculation of your first missed test score. There will be no exceptions to this policy.

c) **Optional Final Exam:** If you would like to increase your grade or have missed a test without documentation, you have the option to write the final exam. The final exam will replace your lowest test grade. If your final exam grade is lower than your test grades, it will not replace any of your marks. The optional final exam will be cumulative, covering all the text, lecture, and readings from the course. It will only include multiple-choice questions. Please note that the optional final exam score will NOT be used to generate an alternative test score—it will replace the lowest missed test score but the alternative test score would remain unchanged.

**Op-Ed Reflection:**
This is the sole written assignment for the course. Your grade on this paper will be worth 25% of your final mark. The goals of this assignment are to teach you how to think critically about women and psychology as well as help you to develop skills that will serve you in your future career path. You will have the opportunity to write a thoughtful opinion editorial (Op-Ed) piece offering an opinion, observation, or critical insight you have about the psychology of women and/or gender. This opinion might be inspired by your own experiences, an article you read, something you saw, etc. Op-eds are typically short, punchy, and use a clear and compelling voice to convince readers of your point(s). You will be expected to support your point(s) with multiple sources of evidence (e.g., research, statistics, personal experience, media coverage, observations, interviews, etc.—be creative!) and demonstrate your mastery of course content. However, unlike traditional Op-Eds, you must briefly describe and cite at least one psychology study on the topic of gender to support your point(s). This Op-Ed is to be no more than three pages (approx. 600-800 words, double-spaced, standard Times New Roman 12pt font, ¾ inch margins [reference list is not included in 3-}
Papers that go past the page limit will receive a mark of zero. The assignment is due Friday, November 22nd: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email. Any papers submitted by email will be ignored. More detail about the assignment will be available on coursespaces.

a) **Late Assignments:** No late assignments will be accepted. At 12:00pm (high noon) on November 22nd the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who provide written, verifiable evidence of illness or personal difficulty, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

Additional resources on how to write an op-ed:
https://www.the-learning-agency.com/insights/write-an-op-ed
https://www.mcgill.ca/newsroom/faculty-students-and-staff/op-ed

**Expectations for students:**
You are expected to attend lectures, ask and answer questions, be actively involved in group exercises, take the 3 midterms, and be respectful and cooperative to students and staff alike. You are also expected to check your grades regularly and report any typos/concerns within 2 weeks of that posting. You are responsible for reading and understanding the university's regulations regarding plagiarism, cheating, duplicate submission and test/examination impersonation (see last page of syllabus).

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**PSYC 341 (A01) Proposed Schedule of Classes (To be adjusted as needed)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Sept 4</td>
<td>Introduction to Women and Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Friday</td>
<td>Sept 6</td>
<td>Understanding Research on Women - GW</td>
<td>Roxane Gay Reading</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sept 10</td>
<td>Gender Development: Theoretical Perspectives (Part 1)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sept 11</td>
<td>Theoretical Perspectives on Gender (Part 2)</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sept 17</td>
<td>Gender Stereotypes and other Biases</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sept 18</td>
<td>Stereotypes, Sexism, and Intersectionality</td>
<td>Audre Lorde Reading</td>
</tr>
<tr>
<td>Friday</td>
<td>Sept 20</td>
<td>Gender and the Media</td>
<td>Film</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sept 24</td>
<td>Women, Western Culture, and the Body</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sept 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Sept 27</td>
<td>Adolescence</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct 1</td>
<td>Women’s Cycles - GW</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Oct 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Oct 4</td>
<td>Gender as Personality</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct 8</td>
<td><strong>TEST 1</strong></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Oct 9</td>
<td>Cross-Cultural Perspectives on Gender</td>
<td>Kimmel &amp; Holler Chapter</td>
</tr>
<tr>
<td>Friday</td>
<td>Oct 11</td>
<td>Ability and Achievement</td>
<td>Maracle Chapter from <em>I am Woman</em></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct 15</td>
<td></td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>
GW = group work is scheduled for this class; group work, demonstrations, and in-class discussions (not for marks) may also take place on days not marked as GW

### Participation in Psychology Research Guidelines for Psychology 341 (A01), Fall 2019

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 5% in PSYC 341 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn 1 SONA participation credit, and two SONA participation credits are required to earn a 1% contribution towards your grade in PSYC 341. Thus, to earn their full 5% for Research Participation in PSYC 341, students need to earn ten (10) SONA participation credits. Researchers will record students’ participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in “Alternative to participating in research”.
Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?
For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psych), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

When should I sign up?
Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 4.

Where can I get more information, instructions, help with login problems etc?
Research Participation Coordinator: p100res@uvic.ca
SONA system website: http://uvic.sona-systems.com

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, ¾ inch margins) of journal articles from approved journals (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- Be submitted on CourseSpaces by noon on Nov 27th. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
• Be on articles from the following journals: Psychology of Women Quarterly, Sex Roles, and Feminism & Psychology.
• Fully identify the title, author(s), source and date of the article. A copy of the article must be attached to your review.
• Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
• Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 5% credit.

**Taking Care of Yourself**

Being a student can be stressful! Please remember to take care of yourself. Try your best to eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/
The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty, and administration in Indigenous ways of knowing and being.
Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp
UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2019

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 309-312 of the UVic Calendar September 2019.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

(See UVic Calendar, September 2019, p. 49-51)

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2019).


Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.