Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different. Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.
Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).
Thank you!
Course Description

This course focuses on the study of gender in humans. Particular focus will be on critical evaluation of popular beliefs about gender and whether these beliefs are in synchrony with the scientific research. We will spend the term exploring the scientific evidence on differences, similarities, characteristics, and definitions of the construct of gender. We will also explore the origins and effects of gender stereotypes and sexism, and the idea that societally prescribed gender roles are always limiting, often harmful, and frequently deadly. Relevant to this discussion is the question of socially constructed versus biological traits and to what extent each contributes to actual and culturally constructed gender identities, behaviors, and differences.
**Course Goals & Learning Outcomes**

**Course Goal A**
Students will consistently use **critical thinking** to reason about gender and the situations, issues, and problems related to gender beliefs

- **LO 1** - differentiate between beliefs about gender that rely on anecdotes or pseudoscience and those based on science, evidence, and scientific reasoning

- **LO 2** - explain how **sociocultural factors** influence how scientists think about, frame research questions, and interpret research results regarding gender

- **LO 3** - develop psychology-based strategies to facilitate social change and diminish discriminatory practices regarding gender

**Course Goal B**
Students will develop psychological **information literacy** (APA 2.2)

- **LO 4** - locate credible sources and/or research relevant to course topics

- **LO 5** - read and summarize complex ideas about gender accurately from psychological sources and research

- **LO 6** - describe the characteristics & relative value of different information sources (e.g., empirical vs. nonempirical, research vs. popular)

**Course Goal C**
Develop increased competencies in **transferable skills**

- **LO 7** - Use effective communication and interaction skills with people of diverse abilities, backgrounds and cultural perspectives (APA 4.1)

- **LO 8** - Demonstrate self-regulation skills, such as time management, self-assessment, and responsiveness to feedback (APA 5.2)

- **LO 9** - Demonstrate teamwork skills, such as flexibility & inclusiveness, (APA 5.1, 5.4)
Coursework

**Reading Comprehension & Elaboration (RCE) Exercises**
- **What**: Assignments to help you: a) engage with the readings and topics of the course; b) give you practice in taking the perspective of others & developing your own perspective; c) develop your ability to focus on big ideas in this course; d) organize concepts and ideas from the readings. You will complete an electronic “reading journal” with a set of notes on each week’s readings and an elaborative activity about that reading. There is a handout on Carmen & an example in One Note.
- **How Often**: Weekly, due Tuesdays at 9am EXCEPT WEEK 1, which is due MONDAY 8/31 by 8am
- **Turn Them In**: One Note, Personal Page

**Reflective Thought & Scientific Reasoning (RTSR) Activities**
- **What**: Weekly, written assignments to help you: a) engage in integrative thinking about course topics; b) think critically about gender; c) increase psychological information literacy. You will complete an activity that incorporates each week’s topic, readings, videos, and discussions and submit to Carmen Assignments.
- **How Often**: Weekly, due Thursdays at 11:59pm EXCEPT WEEK 1, which is due MONDAY 8/31 by 8am
- **Turn Them In**: Carmen

**Collaborative Space Contributions (CSC)**
- **What**: A new take on the old “discussion board.” Each week, we'll pose a question in the course. One Note - students will contribute to this space and respond to each other’s contributions. You will receive your credit for these contributions by discussing in your weekly SAJ how you enriched the Collaborative Space & your thoughts about others’ contributions.
- **How Often**: Weekly, **assessed in your SAJ for the week – the Collaboration Space closes for comments & contributions at 9am on Fridays, so participate before then!**

**Self-Assessment Journaling (SAJ)**
- **What**: Reflections on and metacognition about your learning and synthesis of the learning across the course
- **How Often**: Weekly, due Fridays at 11:59pm EXCEPT WEEK 1, which is due MONDAY 8/31 by 8am
- **Turn Them In**: Carmen

**Academic Integrity and Collaboration**
- You may discuss your ideas about all aspects of this course with other students and instructional staff as much as you like, as you work on the assignments
- Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words
- You should cite all sources that you use, including pictures, quotes, studies, articles, etc.
Specifications Grading

- **Is different than you are used to!!!**
  - All grading is pass/fail for every individual item in the course
  - That is, you will receive 100% of the points available on every graded activity for which you meet all the criteria & you will receive 0% of the points if you do not – there is no partial credit for any activity in this course

**You: ACK! What grade am I earning?**

**Me: See helpful table below!**

**Grade Earning Table:**

There are 14 activities in each of 4 categories in this course (Reading Comprehension & Elaboration, Reflective Thought & Scientific Reasoning Activities, Self-Assessment Journaling, and Collaborative Space Contributions) – to earn each grade you must earn a minimum set of passes – see table for details:

<table>
<thead>
<tr>
<th>Grade you want to earn</th>
<th>MINIMUM passing scores (4 categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3-13s &amp; 1-14</td>
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<tr>
<td>A-</td>
<td>3-13s &amp; 1-12</td>
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<td>B+</td>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>3-9s &amp; 1-10</td>
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<tr>
<td>D</td>
<td>4-9s</td>
</tr>
</tbody>
</table>

**Why Does this Class Use this Weird System?**

- Focusing on learning the material and achieving the learning outcomes of a course fosters a “mastery” or a “growth” mindset – these, in turn, are associated with intrinsic motivation, lifelong learning, and greater academic achievement
- Your marks in the class are signs of having achieved the assignment’s learning goals and specifications - your final letter grade in the course will reflect what you demonstrated that
you learned in the course overall – it is not an assessment of your intelligence, your abilities, or your value as a person

- This method of grading also gives the student a great deal of choice in determining the grade they will earn and control over whether they earn that grade or not – goodbye to subjective judgments, arguing over miniscule point values, rounding, and “grade bumping”
- You get to decide what grade you would like to earn, while taking into account the other pressures in your life – you might decide that passing the course with a C is sufficient for your goals. You might strive to get an A in the course and maximize your learning. By doing so, you know that you are taking on a challenge and can judge for yourself whether you have the resources and time to achieve that level of engagement.
- How you will earn a passing score on each item is fully transparent – check off all the criteria and you will earn the credit, no more guessing what grade you earned and what the instructor “thinks” of your work – this allows you to be creative, express your thoughts, and show your knowledge in a freer way

“You Can Do It” Cards

- **Life happens**

  - In order to give you some opportunities to make mistakes, and to account for illness, work schedules, wanting to play The Last of Us Part II, having too many other things on your plate, or just plain not wanting to, you start the semester with 3 YCDIs, useable for any graded item in any category (journals, self-assessments, or activities)

  - You can use a YCDI:
    - To ask for an extension to **Monday at 9am** on any one deadline
    - To make up any one assignment, so long as your request is made & the assignment is submitted within 1 week of the original due date
    - To revise & re-submit any one unsatisfactory assignment – due within one week of the grade being posted

  - You can earn more by attending the synchronous opportunities, or doing the written make-up by the deadline (details elsewhere in the syllabus)
    - Attend 5 synchronous sessions (or do 5 make-ups) **in a row** = 1 extra YCDI

- To use a YCDI – reach out to instructional staff via Carmen message or email and make arrangements
Mode of delivery:

- 100% online delivery.
- There are many opportunities for synchronous and asynchronous interaction with instructional staff, Dr. CB, and each other.
- All synchronous sessions will be held within the original time/day pattern of this course – T/Th 9:35-10:55am, though we will not use all of those days, nor all of the time each time we meet.
- All synchronous work can be made up in an asynchronous fashion – see Make-Ups for details.
- The Schedule describes each week’s topic – details on readings, videos, activities will be released as a Module each week on Fridays.
- The Grading section describes reinforcements for attendance at synchronous sessions.
- Recordings: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class (see our privacy policy).

Pace of course activities: This course is divided into weekly modules that are released on Friday night for the following week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- In order to scaffold your work there are 3 due dates each week – see Coursework for details.
- Activities and assignments are released weekly, no later than Fridays at 6pm.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and in-class activities) in addition to 6 hours of out-of-class work (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance:

- I strongly encourage you to attend or watch the recordings of as many synchronous activities as you can. However, none are required. You can earn YCDIs for attending or doing the make-ups.
Materials & Technology Requirements

Textbook and Readings
1. **DELUSIONS OF GENDER: HOW OUR MINDS, SOCIETY, AND NEUROSEXISM CREATE DIFFERENCE**

2. **BOYS & SEX: YOUNG MEN ON HOOKUPS, LOVE, PORN, CONSENT, AND NAVIGATING THE NEW MASCULINITY**
   Author: Peggy Orenstein  ISBN: 9780062666970  Publisher: HARP PUB
   • Other readings & videos will be posted on Carmen in the Weekly Modules

Baseline technical skills
• Basic computer and web-browsing skills
• Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide
• CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment
• Computer OR mobile device (smartphone or tablet) capable of accessing the internet

Required software
• **Microsoft Office 365**: All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. The online set of Office 365 tools are available to all students and do not require a download. Full instructions can be found at go.osu.edu/office365help.
  o We will be using One Note for the reading journals, collaboration space, and other activities – instructions for accessing our site are on Carmen!

Carmen Access
You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application to all of your registered devices – you can get one-time codes in the event that you lose cell, data, or Wi-Fi service.
Grading Feedback:

- For most work you do in this course, you can generally expect feedback within 7 days

Grading Rubrics:

- All activities will have a rubric/checklist of the requirements for that assignment – you should use this when you are working on your assignments to determine if you have met the criteria
- I am looking for evidence of critical thinking – it is MUCH more important to me that you think deeply about the issues in this course than that you are clever, witty, or “right”

Late assignments

- Late submissions will not be accepted.
- Please refer to Carmen for due dates – I will also make frequent Announcements about due dates
- You can use YCDIs if you need to adjust a deadline
- In the case of an emergency that will take you beyond your allotment of YCDIs, you should contact me immediately

BE CAREFUL OF GROUP CHATS

Please be aware of Section 3335-23-14 of the Code of Student Conduct, which states: “(D) Students have an obligation to report suspected misconduct.”

If you join a group chat with other students & there are posts to that group chat that indicate someone has committed misconduct, you are obligated to report it

- If you do not report, you are in violation of the Code of Student Conduct and can be reported yourself
- The Committee on Academic Misconduct (COAM) takes cases like this very seriously
- Please use your best judgment about whether to join large group chats and remember to leave the group when you no longer use it – it may be wise to avoid these altogether
Extra Credit

I’m open to EC ideas – they must be relevant to our course, free or super cheap, & accessible to our entire class (~90 people)

You must send me an email outline of your idea at least 1 week prior to the event that you would like me to consider for EC – your proposal **must** include:

- What, where, and when the activity is
- The specific learning outcomes that this opportunity would help students achieve
- Exactly what students would do to earn the EC
- What they would need to show in these behaviors to meet the learning outcomes – you should create a pass/fail rubric just as for the other activities in the course
- All EC for this class will be “paid out” in YCDIs

**An email from a student with a good example of how to propose EC:**

[Image of an email from a student with a good example of how to propose EC]

*Psych 4543 Extra Credit Opportunity*

*Due 3/5/2019 1:10 PM*

To: [email address]

Hi Dr. Cravens-Brown,

I have fleshed out my potential extra credit opportunity. Please let me know if you need any additional information or clarification.

Event name: A panel discussion on trans exclusionary radical feminism

When: March 25th 7:30–9:30pm

Where: [location]

Total points: 6

**Specific learning outcomes this event would help students achieve:**

- Course Goal C: Students will be able to “develop psychology-based strategies to facilitate social change and diminish discriminatory practices regarding gender.” This discussion will entail talking about how our culture and communities are working for and against the inclusion of transwomen in our movements and spaces. It will also talk about what womanhood is and who gets to define it. This talk will allow students to learn about some of the ways in which transwomen are discriminated against and come away with a sense of what we as a society can end these discriminatory practices.

**What students need to do:**

- Attend the event and take a picture proving that you were there
- Write a 1-page reflection on the following questions:
  - What was your biggest takeaway from the event?
  - How can we as a society become more inclusive of people who are transgender?
  - What are some individual steps that you can take to ensure that you are not participating in discriminatory practices?
  - Define feminism in your own words.
  - Which societal gender norms do you think contribute to the exclusion of transgender people and why?
- [Rubric table]

**Best,**

[Signature]

**Uh-oh! Should be Yes/No – no partial credit in this class!**
YOU CAN EXPECT FROM ME

• **Respect** for you and your contributions to this course

• **Help** mastering the material – I am on campus some portion of every weekday, available by phone/email, and hold regular office hours

• **Thoughtful consideration** of your ideas & sincere effort to answer your questions

• **Consistent access** through email, phone, and appointments - I will make every attempt to reply to emails within **24 hours on weekdays when class is in session at the university** – I do not check emails on weekends, but will reply within 24 hours of my return to work on Mondays

• **Fairness** – I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code

• **Mindful Focus During Class Meetings** – I will be fully focused on your learning and our discussion while we are “together” via Zoom

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**Quote by Calvin Lloyd | Tanmay Vora | QAspire.com | @envora**
I WILL EXPECT FROM YOU

- **Openness** - to new ideas & ways of looking at the topics
- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1). The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

- **Tone & Civility** - Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)

- **Citation of your sources**: For your contributions in this course, please cite your sources to back up what you say – everyone has opinions, but in this class, we are interested in data and scientific reasoning. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **That what is said in class stays in class**: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. Cravens-Brown.

- **Mindful Focus During Class Meetings** – Please be fully focused on learning and the discussion when attending synchronous sessions. Please consider keeping your camera on so that we can see each other and connect (I realize some students prefer not to share their spaces for a variety of reasons, so please feel free to use a non-distracting virtual background if possible)

- **Preparation**: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

- **Honesty** - DO NOT CHEAT IN MY CLASS! Please see the [Academic Integrity Policy](#) and individual [assignments](#) for details
**Written assignments:** All of your writing in this class should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

**Collaboration and informal peer-review:** The course includes some opportunities for formal collaboration with your classmates. While study groups and peer-review of written projects is encouraged, remember that turning in assignments that are identical is not permitted. If you're unsure about a particular situation and whether it is okay to work together, please ask ahead of time.

**Ohio State’s Academic Integrity Policy:**
- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s [Code of Student Conduct](https://studentconduct.osu.edu/CodeofStudentConductVersions), and that students will complete all academic and scholarly assignments with fairness and honesty.
- If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM.
- Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct.
- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([https://studentconduct.osu.edu/CodeofStudentConductVersions](https://studentconduct.osu.edu/CodeofStudentConductVersions)).

**Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance ([https://safeandhealthy.osu.edu](https://safeandhealthy.osu.edu)), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses. (Updated: Aug. 14, 2020)
TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu/ or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

STUDENT STRESS

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

DISABILITY SERVICES (SLDS)

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; http://slds.osu.edu/; 098 Baker Hall, 113 W. 12th Avenue.
To allow students enough time, all Week 1 activities are due on Monday, August 31 at 8am. Starting Week 2, RCEs are due Tuesdays by 9am, RTSRs are due Thursdays at 11:59pm, the Collaboration Space will be locked at 9am Fridays, and SAJs are due Fridays by 11:59pm.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Synchronous Sessions?</th>
<th>Preparation</th>
<th>Readings:</th>
<th>Videos:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>NO</td>
<td>Introduction to course topic, structure, and community</td>
<td>1. Gabielkov et al. (2016) Social Clicks</td>
<td></td>
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<tr>
<td>8/31-9/4</td>
<td>Week 2: Who should we listen to?</td>
<td>NO</td>
<td>Evaluating expertise - Q&amp;A about &quot;expert&quot; vs credible vs not credible</td>
<td>3. Fazio (2020) Repetition of falsehoods</td>
</tr>
<tr>
<td>9/16-9/22</td>
<td>Week 2: Who should we listen to?</td>
<td>NO</td>
<td>Evaluating expertise - Q&amp;A about gender, course topic, and community</td>
<td>3. Fazio (2020) Repetition of falsehoods</td>
</tr>
</tbody>
</table>

Below is a partial schedule of events. Specific Readings, Videos, & Activities will be posted each Friday to our Carmen site.
<table>
<thead>
<tr>
<th>Week 4: 9/14 - 9/18</th>
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<tbody>
<tr>
<td><strong>Stereotypes &amp; Their Effects</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td><strong>READINGS:</strong></td>
</tr>
<tr>
<td>1. Delusions of Gender - Chapter 3 (Backwards in high Heels)</td>
</tr>
<tr>
<td>2. Boys &amp; Sex, Chapter 5 (Heads you Lose, Tails you Win)</td>
</tr>
<tr>
<td>3. Boys &amp; Sex, Chapter 7 (Heads you Don’t believe Here)</td>
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<tr>
<td><strong>VIDEOS:</strong></td>
</tr>
<tr>
<td>1. The Mask You Live In (full-length video)</td>
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<tr>
<td>2. Delusions of Gender - Chapter 3 (Welcome to Dick School)</td>
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<tr>
<td>3. Delusions of Gender - Chapter 4 (Exposed to high Heels)</td>
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<tr>
<td>4. Delusions of Gender - Chapter 2 (Are You Experience?)</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td><strong>YES</strong></td>
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<tr>
<td><strong>Discussion - Q&amp;A about this week's TGR</strong></td>
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<tr>
<td><strong>Miss</strong></td>
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<tr>
<td><strong>Stereotypes &amp; biases - Q&amp;A</strong></td>
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<td><strong>Week 5: 9/21 - 9/25</strong></td>
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<td><strong>The Role of the Media</strong></td>
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<td><strong>Tuesday</strong></td>
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<tr>
<td><strong>READINGS:</strong></td>
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<tr>
<td>1. Delusions of Gender - Chapter 17 (Preconceptions &amp; Postconceptions)</td>
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<tr>
<td><strong>Thursday</strong></td>
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<td><strong>YES</strong></td>
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<tr>
<td><strong>Discussion - Q&amp;A about this week's TGR</strong></td>
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<td><strong>Miss</strong></td>
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<tr>
<td><strong>What does this mean about different groups or stereotypes of boys and femininity?</strong></td>
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<td><strong>What does this mean about different groups of girls and masculinity?</strong></td>
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<td><strong>How do we define masculinity and femininity?</strong></td>
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<td><strong>What does this mean about what we think of girls and femininity?</strong></td>
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<td><strong>What does this mean for different groups of boys?</strong></td>
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<td>Week 6: 9/28-10/2</td>
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<td>Week 8: 10/12-10/16</td>
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**READINGS:**

1. Delusions of Gender, Chapters 9-12
<table>
<thead>
<tr>
<th>Week 12</th>
<th>11/9-11/13</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td><strong>READINGS</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>YES - class</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>11/16-11/27</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td><strong>READINGS</strong></td>
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<td>Thursday</td>
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<table>
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<th>Week 14</th>
<th>11/23-11/27</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>NO</td>
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<tr>
<td>Thursday</td>
<td>YES ± class</td>
</tr>
<tr>
<td>Wednesday</td>
<td>YES ± class</td>
</tr>
<tr>
<td>EXAM WEEK</td>
<td>NO FINAL EXAM IN THIS CLASS</td>
</tr>
<tr>
<td>-----------</td>
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<td>TBA</td>
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**VIDEOS**

- Minds (PDF on Carmen)
- Week 5 RTSR
- Week 6 RTSR
- Discussion - Q&A about this word
- Cinderella: Are My Daughter?
- Chapter 10 (PDF on Carmen)
- 4. Why Facts Don't Change Our World?