

## The University of Georgia

Fall 2007

Syllabus

### ECHD 3010: Gender Issues in Counseling and Human Development

Time:	9:05-10:20 M	Room 531
	9:05-10:20 W	Room 411
Section:	41-768	
Class Location:	Aderhold	
Instructor:	Gretchen Hunter, MHS	E-Mail: ghhunter@uga.edu
Office Location:	Aderhold Hall RM 414 A	Office hours: By appointment

#### Course Description

This course is designed to enhance students' understanding of gender influences and to explore the psychological and sociological contexts of gender. Students will be introduced to theoretical constructs such as identity development in order to increase awareness of the relevance of gender issues in psychological research and practice. Topics will be explored both intellectually and personally in order to develop a comprehensive understanding of gender issues in counseling and human development.

#### Text

**Lips, H. M. (2005). Sex and Gender: An Introduction, 5<sup>th</sup> ed. New York: McGraw Hill.**

Other readings will be provided through WebCT or class

#### Objectives

- Discuss the relevance of gender from an individual, group, and global perspective.
- Explain the theoretical and practical models pertaining to gender issues in counseling and human development.
- Identify personal and professional values, skills, interest, and needs.
- Become familiar with critical research related to gender issues.
- Increase self-awareness around gender issues.
- Enhance your ability to empathize with persons different from yourself.

#### Class Room Expectations

- Instructors and students are treated with respect.
- Instructors and students are prepared for each class.
- Diversity is valued.

#### Assignments

All assignments and/or classroom activities within each category must be completed and turned in at the beginning of the class on the assigned day in order to receive full credit. **There will be a 10-point deduction per weekday on late assignments.** If you know you must miss class, you may turn in the assignment early. **Emailed assignments will not be accepted.** If you need to turn in your assignment after the due date you may turn it in at Aderhold 402.

#### Participation and Attendance 80 pts

**Attendance is required for this course. Students have 3 unexcused absences without penalization. Further unexcused absences will result in a 30-point attendance reduction.**

Excused absences must be accompanied by documentation from a medical professional or University department (i.e., Disability Services).

**Late policy: if you are late 0-10 minutes by the instructor's watch = 10 pt deduction. If you are 15 or more minutes late = 20 pt deduction.**

Active engagement in this course is required for you to receive the full benefits. You will be working in groups on particular assignments and will be expected to join the discussions in class. To receive maximum participation points you are expected to contribute to each class. Contributing entails: asking and answering questions, sharing your perspectives with the class, actively listening to others, treating others with respect, communicating with group members, completing readings and assignments, and not distracting other students from learning.

Lack of class involvement will result in point deduction. Limited involvement can include: reading newspapers, using a computer or other technology device, or engaging in any activity that does not directly relate to class discussions and topics. It will be the student's responsibility to refrain from these activities and monitor the quality of their participation.

## **2 Examination 100 pts each**

The 2 examinations will cover textbook readings, in-class discussions, and attended activities. The exams will consist of multiple choice questions and short answers. Exams must be taken at the scheduled time. Make-up exams will only be given in the event of a documented medical emergency.

## **Implicit Activity 25pts**

Go to the Implicit website: [www.implicit.harvard.edu](http://www.implicit.harvard.edu), and register for the research studies. Complete 5 activities and print results to turn in. Write a 2 page reflection paper on your reaction to the results.

## **2 Reflection Papers 10 pts each**

You will type 2 reflection papers based on class discussions, readings or guest speakers. You may wish to reflect on class comments, observations, material you learned, ideas you agree or disagree with or on further information you hope to acquire. Be sure to integrate your writing with experiences and insights that have furthered your understanding of gender issues. Your reflection papers will be 2-3 pages in length.

## **Gender Roles: Violating a Norm 50 pts**

This exercise requires you to violate a norm associated with your gender role and evaluate the impact of this normative violation on yourself and others. Identify a norm associated with your gender role and then violate the norm by behaving in a manner that deviates from the norm. In a 1-2 page double spaced paper, answer the following questions:

- What is the norm associated with your gender role that you chose to violate? What exactly did you do to violate the norm?
- How did violating this norm make you feel?
- How did other people react to your behavior? Did they try to restore gender role "normalcy"? If so, how?
- How did you respond to these reactions from other people?
- What did you learn?

## **Gender in the Arts 50 pts**

You will find materials and activities that address issues of diversity. Activities can include watching movies, reading books, or attending performances. You will choose one of the following:

- 1) **Movies:** watch 2 movies from the approved list and write a 2 page reflection on each which includes your reaction, information you learned, and use of stereotypes and related gender issues of each.
- 2) **Books:** read one book from the approved list and write a 2 page reflection on the content, your reaction, information you learned, and related gender issues found in the book.
- 3) **Art/Music:** review 4 artistic pieces (paintings, songs, etc.) that are related to gender. Write a 4 page reflection on your analysis of the content of the pieces, and issues of gender that relate to the course.

### **Gender in the Media 25 pts**

Each student will be responsible for finding 2 examples of gender in the media. These can include websites, magazine ads, tv shows, etc. You will evaluate the source for examples of discrimination, prejudice, and stereotypes and write a 1 paragraph summary of each source and attach documentation (printed from web, magazine, or article) to turn in. The class will be divided into small groups of 4-5 people each. Each week, one group will be responsible for sharing information with the class by providing a brief description of your example (3-4 minutes).

### **Group Research Presentation 100 pts**

Each student will be assigned to a group. Each group will research an aspect of gender that is of interest to them and prepare a short presentation of the material you researched. The use of PowerPoint or other types of technology is encouraged. In addition you should prepare questions to present to the group for discussion. An outline of your presentation should be turned into the instructor for approval no later than 2 weeks prior to your presentation. Presentations need to be 20-25 minutes long. You will receive your Group grade from the instructor and Individual grade from your group members. You must be in attendance when your group presents. If you are not present, you will receive a maximum of 10pts (your individual grade from your group members). Guidelines for the presentation are available on WebCT.

### **Extra Credit 5pts each= 10pts**

You may write 2 additional reflection papers following the above guidelines. One reflection paper will be due during the first half of the course and the second will be due the second half of the course.

## Grading

Your grade will be based on the completion of the following:

Reflection Paper	20 pts
Implicit Activity	25 pts
Gender in the Arts	50 pts
Gender in the Media	25 pts
Group Research Presentation	100 pts
Gender Role Paper	50 pts
Exams	200 pts
Attendance/Participation	80 pts
<b>Total Points</b>	<b>550 pts</b>

### Final Grade

<b>A</b>	<b>(100%-93%): 550-511</b>
<b>A-</b>	<b>(92%-90%): 510-495</b>
<b>B+</b>	<b>(89%-87%): 494-478</b>
<b>B</b>	<b>(86%-83%): 477-456</b>
<b>B-</b>	<b>(82%-80%): 465-440</b>
<b>C+</b>	<b>(79%-77%): 439-423</b>
<b>C</b>	<b>(76%-73%): 422-401</b>
<b>C-</b>	<b>(72%-70%): 400-385</b>
<b>D+</b>	<b>(69%-67%): 384-368</b>
<b>D</b>	<b>(66%-63%): 367-346</b>
<b>D</b>	<b>(62%-60%): 345-330</b>
<b>F</b>	<b>(59%-): 329 or below</b>

**If you have questions about the grading policies, please consult with the instructor. You may contest a grade in writing, which is due by the next class period after the grade is distributed. The instructor will review your argument, and adjust the grade higher or lower as necessary.**

**A Quality:** This work exemplifies a clear understanding of the assignment and your ability to think critically. This work contains clear statements and is logically ordered. It is without grammar errors and typos.

**B Quality:** This work exemplifies a clear understanding of the assignment and your ability to think critically. Some statements need better development and organization. Few grammar and typos are present.

**C Quality:** Work meets minimal requirements.

**Unacceptable:** Work contains many errors of assertion and omission. No attempt or weak attempt to express ideas and think critically and logically.

**Class Schedule****Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Week 1 1/7	Introductions and Syllabus	
1/9	Research on Sex and Gender	Chp 3
Week 2 1/14	Sex and Gender in Childhood	Chp 10
1/16	The Nature of Sex and Gender- Biology	Chp 5
Week 3 1/21	<b>No Class, MLK day</b>	
1/23	Gender Stereotypes	Chp 1
Week 4 1/28	Perceptual and Cognitive Abilities	Chp 6
1/30	Gender Differences in Social Behavior and Experience <b>Reflection Paper Due</b>	Chp 4
Week 5 2/4	Hormonal and Reproductive Connections	Chp 8
2/6	Hormonal and Reproductive Connections	
Week 6 2/11	Gender and the Media Video: Killing Us Softly	
2/13	Sexualization of Girls and Women <b>Implicit Activity Due</b>	
Week 7 2/18	Gender in Education	
2/20	Gender in Higher Education	
Week 8 2/25	Gender in the Workplace	Chp 13
2/27	Gender in the Workplace <b>Experiential Activity Due</b>	
Week 9 3/3	<b>Midterm Exam</b>	
3/5	Justice, Equity, and Social Change	Chp 14
Week 10 3/10	Spring Break	
3/12	Spring Break	
Week 11 3/17	Gender and Mental Health	Chp 9

3/19	Gender and Physical Health <b>Group presentation</b>	Chp 9
Week 12 3/24	Marriage, Family, and Friends	Chp 11
3/26	Marriage, Family, and Friends <b>Group presentation</b> <b>Gender in the Arts Due</b>	Chp 11
Week 13 3/31	Sexual Lives and Orientations	Chp 7
4/2	LGBTQ Issues <b>Group Presentation</b> <b>Reflection Paper Due</b>	Chp 7
Week 14 4/7	Sexual Assault	
4/9	Domestic Violence <b>Group presentation</b>	
Week 15 4/14	<b>TBA</b>	
4/16	<b>TBA</b> <b>Group presentation</b> <b>Violating a Gender Norm due</b>	
Week 16 4/21	Economic and Political Life	Chp 12
4/23	TBA	
Week 17 4/28	Last day of class Gender in the Media due	
	<b>Final</b>	

### Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

More detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

### Disability Policy

Help for students with disabilities is available from the Disability Services/Learning Disabilities

Center. If accommodations are desired please notify me and the Office for Disability Services within the first 2 weeks of class. More information is available at:  
<http://www.uga.edu/stuact/handbook/stuaffairs/disability.html>  
Phone: 542-8719 or 542-8778 (TTY)

Students needing mental health assistance such as counseling or psychiatric and psychological assessments should contact Counseling and Psychological Services (CAPS), a unit of the University Health Center (UHC), Phone: 542-CARE (2273), after hour emergencies call 706-542-2200. Counseling and Psychological Services are also available at The Center for Counseling and Personal Evaluation, 424 Aderhold Hall, 706-542-8508.

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.**