

The University of Georgia

Fall 2007

Syllabus

ECHD 3010: Gender Issues in Counseling and Human Development

Time:	Tue, Thur, 2:00-3:15	Section: 89-954
Class Location:	Forestry	Room 209
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, 5th 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 issue 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 2-point deduction per day 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 an assignment after the due date, you may turn it in at 402 Aderhold Hall.

Participation and Attendance 50 pts

Attendance is required for this course. Students have 3 unexcused absences without penalization. Further unexcused absences will result in a 3-point attendance reduction. 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 encouraged to join the discussions in class. To

receive maximum participation points (3 pts per class), you are expected to contribute to each class. Contributing entails asking questions, communicating with group members, completing readings and assignment, working productively independently and not distracting other students from learning. Lack of class involvement will result in point deduction.

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.

You can choose one of the following two activities for 25 pts:

Implicit Activity 25 pts

Go to the Implicit website: 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 the your reaction to the results.

OR

Reflection Paper 25 pts

You will type 1 reflection paper 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 associate 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 Public Sphere 75 pts

You will find materials and activities that address issues of gender. Activities can include watching movies, reading books, looking on the internet or in the newsmedia, or attending performances. You will be required to share your findings with the class throughout the semester by providing a brief description to the class (3-4 minutes) as you complete your assignments. The assignments will be broken into two parts and will be due at two points in the semester. The following activities will meet the criteria for this assignment:

- 1) **Movies:** watch three movies from the approved list and write a 2 page reflection on the content, your reaction, information you learned, and use of stereotypes and discrimination 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, issues of gender found in the book.

- 3) **Media:** review 20 media sources for gender issues. Evaluate the source for examples of discrimination, prejudice, and stereotypes. Write a 1 paragraph summary of each source and attach documentation (printed from web, magazine, or article).
- 4) **Art:** attend two activities that are related to gender. This could include plays, art showings, museums, etc. Write a 2 page reflection on each activity.
- 5) **Professional Literature:** review 5 articles in the professional psychology literature that address issues of gender. Write a 1 page review of each article that addresses: content and findings, and your reaction and critique of the article.

Group Research Presentation 50 pts (40 Group Points, 10 Individual Points)

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 and issues 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 15-20 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 or Implicit Activity	50 pts
Gender in the Public Sphere	75 pts
Group Research Presentation	75 pts
Gender Role Paper	75 pts
Exams	200 pts
Attendance/Participation	75 pts
Total Points	550 pts

Final Grade

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

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

Date	Topic	Reading
Week 1 Aug 16	Introductions and Syllabus	-
Week 2 Aug 21	Should We Study Sex and Gender Differences?	Ch. 3
Aug 23	The Nature of Sex and Gender- Biology	Ch. 5
Week 3 Aug 28	Nature/ Nurture- Socialization	Ch. 10 (392-395, 401-424)
Aug 30	Stereotypes and Prejudice	Ch. 1
Week 4 Sept 4	Gender and the Media Video: Killing Us Softly	Ch. 10 (396- 401)
Sept 6	Sexualization of Girls and Women	
Week 5 Sept 11	Gender and Education	Ch. 6
Sept 13	Gender in Higher Ed. and the Workplace	Ch. 13
Week 6 Sept 18	Males	Ch. 12
Sept 20	Sexual Response	Ch. 7 (251- 282)
Week 7 Sept 25	Gender and Physical Health	Ch. 9 (344- 351)
Sept 27	Gender and Aggression-Speaker	
Week 8 Oct 2	Speaker-Sexual Assault*	TBA
Oct 4	Midterm Exam (Oct 4)	

Week 9 Oct 9	Speaker-	TBA
Oct 11	Speaker- Domestic Violence*	
Week 10 Oct 16	Sexual Lives and Orientation 1st Gender in the Public Sphere assignment/Implicit Activity due	Ch. 7, Ch. 5 (200-209)
Oct 18	LGBTQ Issues-Speaker* Article: Coming Out and Living Out Across the Life Span	
Week 11 Oct 23	Hormonal and Reproductive Connections	Ch 8
Oct 25	No Class - Fall Break (Oct 25-26)	
Week 12 Oct 30	Gender and the Law-Speaker	Ch 14
Nov 1	Speaker-Disability Resources	
Week 13 Nov 6	Gender and Mental Health	Ch 9 (363-375)
Nov 8	Speaker-Advantage Behavioral Health	
Week 14 Nov 13	TBA	TBA
Nov 15	TBA	
Week 15 Nov 20	Group presentations	
Nov 22	No Class - Thanksgiving Break (Nov 21-23)	
Week 16 Nov 27	Group presentations	
Nov 29	Group presentations/Individual Presentations	
Week 17 Dec 4	No Class - Friday schedule	
Dec 6	Individual Presentations 2nd Diversity in the Public Sphere assignment due/Reflection Paper Due	
	Final	

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.