

**Two different syllabi examples are contained in this PDF.
The second exemplar starts on page 10.**

**Course Syllabus: PSY 485 (Fall 2014)
Psychology and Society: Ecology & Human Responsibility**

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Office hours: M W 12:30-3:00; and by appointment as needed

Texts/Readings:

The articles are either available for free download or on E-reserves and accessible via Blackboard or the library website. Jared Diamond's *Collapse*, which is the basis of one reflection paper, is physically on reserve (2-hr check-out) at the ISU library and is also available in the Vigo County Public library.

Course Description:

From Catalog: Integrating psychology with other disciplines (e.g., science, history, literature, etc.), students explore the various psychological dimensions of current social or public policy issues. Topics or issues will vary. [This section's topic: Ecology & Human Responsibility]

Prerequisites: PSY 101 is required; PSY 201 (or a social science research methods course) is preferred.

Foundational Studies Credit:

This course contributes to the ISU Foundational Studies program as an "Upper-Division Integrative Elective" (UDIE). Using a thematic approach, UDIEs are designed to help you integrate knowledge across different ways of knowing. In this class, for instance, you will be asked to incorporate scientific, social, historical, moral, and aesthetic perspectives to develop greater understanding of human impact on the natural world and how to change it. The integration of the different ways of knowing is supported through a variety of activities and assignments that require reading, evaluation, and synthesis of complex material. The following FS learning objectives are acquired or reinforced in this course.

1. locate, critically read, and evaluate information to solve problems;
2. critically evaluate the ideas of others;
3. apply knowledge and skills within and across the fundamental ways of knowing;
4. demonstrate skills for effective citizenship and stewardship;
5. demonstrate an understanding of diverse cultures within and across societies;
6. express yourself effectively, professionally, and persuasively, orally and in writing.

Each assignment below supports one or more of these primary objectives (as well as providing content knowledge on human interaction with nature).

Assignments & Grading:

Course grades will be based on a variety of assignments, including participation in class discussion and activities, ~~note cards~~, reaction & reflection papers, a term project, and a final exam.

Class Participation (150 points)

Students are expected to participate in class discussions and activities throughout the semester. **Attendance is not sufficient** to earn participation credit. Although attendance is critical, it is equally critical that you come prepared to contribute to the discussion and that your contributions evidence that you have completed the assigned readings. Participation points accrue at the rate of 5 points per day students are “in” the class—both attending and participating.

Reaction & Reflection Papers (140 points)

Students will complete four reaction & reflection papers over the course of the semester. All papers should be typed, double-spaced, with 1" margins and 12-point font and submitted electronically via Blackboard before the beginning of class on the specified date. APA-citation style should be followed where appropriate (Not all papers require citations). Late papers will be subject to a 10% grade penalty *for every day* (including weekends) that it is late.

(1) *Values and Beliefs* (2-3 pages; 35 pts). For this paper, you are to reflect on your attitudes toward nature. Are your feelings ecocentric, anthropocentric, or something else? Are your attitudes evident in your behavior or do you see contradictions? From where do you think they came? For instance, did you have role models who instilled your attitudes and behavior or did they emerge from some significant event or emotional tie you had to a natural setting? Be specific. This essay is to be biographical/reflective. No citations are needed (unless you use external resources or quotes).

DUE: SEPT 8

(2) *Article Review* (3-4 pages; 35 pts). For this paper, you are to select an article from an academic journal describing a theoretical model or actual attempt to change behavior. Write a paper that summarizes the model or study (1-1½ pages) and describe how it might be modified (either to apply to environmentally-significant behaviors or scaled-up to be used in a larger population) (1½ - 2½ pages). Alternatively, if you don't believe the technique is applicable on a larger scale, explain why (e.g., what are the limitations that would prevent broad application?).

Unless direct quotes or additional references (beyond the reviewed article) are used, there is no need for citations within your paper. Only academic sources (i.e., indexed in library databases like PsychInfo) are appropriate for this assignment. You may not use an article included on the class reading list (but you can use the selected article as a reference in your course project).

DUE: SEPT 29

(3) *Historical & Cultural reflections* (4-6 pages; 35 pts). For this paper, you are to read two chapters from Jared Diamond's *Collapse*, one on a historical culture and one on a contemporary society. Choose from: Easter Island, the Maya, or the Greenland Norse among the historical societies, and from: Haiti/Dominican Republic, China, or Australia among the contemporary societies. The paper should include a 1-2 page summary of Diamond's description of the geographical and cultural context for each described society (including the historical circumstances that led to their demise and Diamond's description of the role of natural resources in contributing to their collapse). You should use the final page(s) to identify any parallels between the two societies and also between the societies you read about and our own society. Unless direct quotes or external references are used, citations are unnecessary for this assignment.

Note that because the text is on 2-hour reserve, do not wait until the last minute. Not everyone will be able to read it the night before.

DUE: OCT 20

(4) *Environmental Literature* (3-4 pages; 35 pts). You are to read an essay (of at least 5-10 pages in length) written by one or more environmental writers (e.g., Emerson, Thoreau, Muir, Abbey, Leopold, etc) and write a brief paper in reaction to their writing. The first page should situate the essay historically (what was going on in society or in the author's personal life) and summarize the essay's content. The remainder of the paper should link the essay to concepts discussed in this class (e.g., environmental attitudes or values). For maximum points, you should compare the author's perspectives and experiences to your own (as represented in your first reflection paper or as it has changed through the semester).

If you have any question about the acceptability of a particular author, please speak with me. Students may choose to describe reactions to environmentally-oriented poetry or art rather than literary essays, but see me to negotiate a reasonable modification to the assignment.

This assignment will likely require trips to the library (e.g., to locate an essay within a larger collection of readings or information on an author's individual life and social circumstances). A copy of the essay should be brought to class for a possible reading. Citations (in APA-style) are expected.

DUE: NOV 10*Project (150 points)*

Students will be divided into working groups of 5 members who are asked to identify an environmental problem that can be resolved/reduced through behavioral change. Groups must prepare a written paper that will be submitted (one per group) via Blackboard and make an oral presentation during the last week of class. The written report should follow APA formatting requirements and include at least 5 appropriate references beyond those on the reading list. Grades will be based on the following components.

(1) Education/Background (25 pts)

You should spend 1-2 pages educating the reader about the issue/problem. What is the problem? What is its history and scope? What is the outcome if it's not resolved? Claims must be supported with data.

(2) Behavioral Analysis (25 pts)

You should spend 2-3 pages describing how human behavior contributes to the problem. Give examples of various behaviors that affect the problem and discuss their relative impact (Claims should be supported with data).

You should utilize one or more theoretical models to explain why the problem behavior(s) emerged and how the pattern is maintained (e.g., evolutionary theory, game theory, learning theory, norms, etc).

(3) Proposed/Recommended Solutions (25 pts)

You should spend 2-4 pages describing how you would motivate behavioral change. Which behavior(s) would you target and how would you get people to change? Your strategy must tie to your theoretical model (described above). References are expected.

(4) Assessing Solutions (25 pts)

Finally, you should spend 1-2 pages describing how you would evaluate whether your solution works. What data could you collect to prove whether people's behavior had changed? *Note that you are not designing an "experiment" (where you will randomly assign people to control and treatment groups);* but you could imagine this in a "quasi-experimental" framework (where you compare "untreated" and "treated" people/groups/populations) in reaction to a real-world intervention. Describe the limitations of either your approach to the problem and/or your assessment of your solution.

(5) Overall Paper Quality (20 pts)

Additional points will be assigned based on the overall quality of the paper (writing, spelling, grammar, etc) and its conformity with stated requirements (e.g., format, references, etc).

DUE: DEC 1

(6) Class presentation (30 pts)

An oral presentation based on your paper will be given in the last week of classes. Although there is no requirement that you use powerpoint, a presentation that includes visual aids is preferred. Presentations are expected to last 15-20 minutes.

(7) Group Process/Peer Ratings (individual adjustment)

Students will be provided an opportunity to rate the effort of each of their group members. The instructor will use these ratings to adjust each student's overall score. For instance, someone who is rated as

contributing to 50% effort to the group project may get only 50% of the score given the other group members (In other words, a student who contributed only 50% effort could get an “F” when everyone else in their group got an “A”).

Final Exam (60 points)

A final exam will be administered on Dec 10th at 3:00 pm. The format of the final will most likely be multiple choice with questions coming from each of the articles discussed in the class (recognizing that you haven't read each individual article). As a result, students are strongly encouraged to take notes or “journal” class discussions (e.g., write a 1-paragraph summary of learning/thoughts related to each article at the end of each class period).

Grading

Using a “straight” 90-80-70-60% grading scale, grades will be assigned as follows:

A = 450+

B = 400-449

C = 350-399

D = 300-349

F = below 300

Grades in the top 3% (15 points) of the B, C, and D ranges will earn the “+” designation.

Grades in the bottom 3% (15 points) of the A, B, C, and D range will earn the “-” designation.

Academic Integrity Violations

Students are expected to be familiar with the Academic Integrity policy in ISU's Code of Student Conduct: <http://www.indstate.edu/sci/code.htm>. Violations of this code, which include not only cheating on exams, but also falsification of academic records (e.g., signing someone else in on an attendance sheet) and plagiarism (use of someone else's ideas/words without attribution) is strictly forbidden and will result in significant grade penalties (e.g., loss of all attendance points for the semester, failure on an exam or written assignment, etc) and a report being filed with the Office of Student Conduct & Integrity; in the event that it is a 2nd offense (even if the first was in another class), you will automatically flunk this class. It is also likely that a hearing will be held to consider dismissing you from the university.

Disability Policy

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Go to Gillum Hall, Room 202A or call 237-2301.

Tentative Schedule:

<i>Date</i>	<i>Topic/Readings</i>
Aug 20	Introduction to the course structure and expectations; reading assignments
Aug 25	<p>Setting a context: The problems we are facing.</p> <ol style="list-style-type: none"> 1. Fischetti, M. (2013). Storm of the Century every two years. <i>Scientific American</i>, June, 58-67. Readings (#2-5) may be found at: http://www.postcarbon.org/reader/downloads 2. Hughes, J.D. (2010). Hydrocarbons in North America. <i>The Post Carbon Reader Series: Energy</i>. 3. Bomford, M. (2010). Getting fossil fuels off the plate. <i>The Post Carbon Reader Series: Food</i>. 4. Postel, S. (2010). Water. <i>The Post Carbon Reader Series: Water</i>. 5. Ryerson, W.N. (2010). <i>Population: The multiplier of everything else. The Post Carbon Reader Series: Population</i>.
Aug 27	<p>Nature & Nurture: Origins of environmentally-significant behavior.</p> <p>Reading #6 may be found at: http://www.postcarbon.org/reader/downloads</p> <ol style="list-style-type: none"> 6. Rees, W.E. (2010). The human nature of unsustainability. <i>The Post Carbon Reader Series: Culture and Behavior</i>. 7. Kasser, T., Ryan, R.M., Couchman, C.E., & Sheldon, K.M. (2004). Materialistic values: Their causes and consequences. In <i>Psychology and Consumer Culture</i> (pp 11-28), Kasser, T., & A.D. Kanner (Ed.). Washington, D.C.: American Psychological Association. 8. Van Boven, L. (2005). Experientialism, materialism, and the pursuit of happiness. <i>Review of General Psychology</i>, 9, 132-142.
Sep 3	<p>Psychological connections to the (natural) world</p> <ol style="list-style-type: none"> 9. Lederbogen, F. et al. (2011). City living and urban upbringing affect neural social stress processing in humans. <i>Nature</i>, 474, 498-501. 10. Berman, M.G., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. <i>Psychological Science</i>, 19, 1207-1212. 11. Talbot, J.F., & Kaplan, S. (1986). Perspectives on wilderness: reexamining the value of extended wilderness experiences. <i>Journal of Environmental Psychology</i>, 6, 177-188. 12. Snell, T., & Simmonds, J. (2012). Being in that environment can be very therapeutic. <i>Ecopsychology</i>, 4, 326-335. 13. Doherty, T.J. & Clayton, S. (2011). The psychological impact of climate change. <i>American Psychologist</i>, 66, 265-276.
Sep 8	Values & Beliefs Discussion

Sep 10 What psychologists can do

14. Oskamp, S. (2000). Psychological contributions to achieving an ecologically sustainable future for humanity. *Journal of Social Issues*, 56, 373-390.
15. Schmuck, P. & Viek, C. (2003). Psychologists can do much to support sustainable development. *European Psychologist*, 8, 66-76.
16. Gifford, R. (2011). Psychological barriers that limit climate change mitigation and adaptation. *American Psychologist*, 66-290-302.

Sep 15; 17 Perception, (Embodied) Cognition, & Learning Theory

17. Gueguen, N. (2012). Dead indoor plants strengthen belief in global warming. *Journal of Environmental Psychology*, 32, 173-177.
18. Kille, D.R., Forest, A.L., Wood, J.V. (2013). Talk, dark, & Stable: Embodiment motivates mate selection preferences. *Psychological Science*, 24, 112-114.
19. Platt, J. (1973). Social traps. *American Psychologist*, 28, 641-651.
20. Ester, P., & Winett (1981-1982). Toward more effective antecedent strategies for environmental programs. *Journal of Environmental Systems*, 11, 201-221.
21. Lehman, P., & Geller, E.S. (2004). Behavior analysis and environmental protection: Accomplishments and potential. *Behavior and Social Issues*, 13, 13-32.
22. Levitt, L., & Levanthal, G. (1986). How effective is the New York State Bottle Bill? *Environment and Behavior*, 18, 467-479.
23. Aronson, E., and O'Leary, M. (1982-1983). The relative effectiveness of models and prompts on energy conservation: A field experiment in a shower room. *Journal of Environmental Systems*, 12, 219-224.
24. Garcia, S.M, and Tor, A. (2009). More competitors, less competition. *Psychological Science*, 20, 871-877.

Sept 22; 24 Self, Meaning, & Group Differences

25. Adams, W.W. (2006). The ivory-billed woodpecker, ecopsychology, and the crisis of extinction: On annihilating and nurturing other beings, relationships, and ourselves. *The Humanistic Psychologist*, 34, 111-133.
26. Fritsche, I., and Hafner, K., (2012). The malicious effects of existential threat on motivation to protect the natural environment and the role of environmental identity as a moderator. *Environment and Behavior*, 44, 570-590.
27. Mazar, N., and Zhong, C. (2010). Do green products make us better people? *Psychological Science*, 21, 494-498.
28. Wihak, C. & Merali, N. (2005). A narrative study of counsellor's understandings of Inuit spirituality. *Canadian Journal of Counselling*, 39 (4), 245-259.
29. Bord, R.J., & O'Connor, R.E. (1997). The gender gap in environmental attitudes: The case of perceived vulnerability to risk. *Social Science Quarterly*, 78, 830-840.

Sep 29 **Article Review Discussion**

Oct 1; 6 Attitudes & Values

30. Heath, Y., and Gifford, R. (2006). Free-market ideology and environmental degradation. *Environment and Behavior*, *38*, 48-71.
31. Schultz, P.W., & Zeleny, L. (2003). Reframing environmental messages to be congruent with American values. *Human Ecology Review*, *10*, 126-136.
32. Feinberg, M., & Willer, R. (2013). The moral roots of environmental attitudes. *Psychological Science*, *24* DOI: 10.1177/0956797612449177 [published online first].
33. Dickerson, C.A., Thibodeau, R., Aronson, E., & Miller, D. (1992). Using cognitive dissonance to encourage water conservation, *Journal of Applied Social Psychology*, *22*, 841-854.

Oct 8; 13 Religious attitudes & values

34. White, Lynn, Jr. (1967). The historical roots of our ecological crisis. *Science*, *155*, 1203-1207.
35. Schultz, P.W., Zeleny, L., & Dalrymple, N.J. (2000). A multinational perspective on the relation between judeo-christian religious beliefs and attitudes of environmental concern. *Environment and Behavior*, *32*, 576-591.
36. Sherkat, D.E., & Ellison, C.G. (2007). Structuring the religion-environment connection: Identifying religious influences on environmental concern and activism. *Journal for the Scientific Study of Religion*, *46*, 71-85.
37. Sneep, J. (2007). Ecopsychology: An introduction and Christian critique. *Journal of Psychology and Christianity*. *26*, 166-175.
38. Kasmitsis, I., & Francis, A.J.P. (2013). Spirituality mediates the relationship between engagement with nature and well-being. *Journal of Environmental Psychology*, *36*, 136-143.
39. Clingerman, F., & O'Brien, K.J. (2014). Playing God: Why religion belongs in the climate engineering debate. *Bulletin of the Atomic Scientists*, *70(3)*, 27-37.

Oct 15 Catch Up

Oct 20 **Historical & Cultural Reflection Discussion**

Oct 22; 27 Norms & conformity

40. Nolan, J.M., Shultz, P.W., Cialdini, R.B., Goldstein, N.J., & Griskevicius, V. (2008). Normative social influence is underdetected. *Personality and Social Psychology Bulletin*, *34*, 913-923.
41. Goldstein, N.J., & Cialdini, R.B. (2009). Normative influences on consumption and conservation behaviors. In *Social psychology of consumer behavior* (pp 273-296). Wänke, Michaela (Ed.); New York, NY, US: Psychology Press.
42. Miller, R.L., Brickman, P., & Bolen, D. (1975). Attribution versus persuasion as a means of modifying behavior. *Journal of Personality and Social Psychology*, *31*, 430-441. (Study 1)
43. Keizer, K., Lindenberg, S., & Steg, L. (2008). The spreading of disorder. *Science*, *322*, 1681-1685.

Oct 29; Nov 3 Altruism, Empathy, & Group Processes

44. Schultz, P.W. (2000). Empathizing with nature: The effects of perspective taking on concern for environmental issues. *Journal of Social Issues, 56* (3), 391-406.
45. Neel, R. et al. (2014). The social symbolism of water-conserving landscaping. *Journal of Environmental Psychology, 40*, 49-56.
46. Hardin, G. (December, 1968). The tragedy of the commons. *Science, 162*, 1243-1248.
47. Edney, J. (1980). The commons problem. *American Psychologist, 35*, 131-150.
48. Fehr, E., & Gächter, S. (2002). Altruistic punishment in humans. *Nature, 415*, 137-140.
49. Diamond, J. (2005). *Collapse* (Ch 14: Why do some societies make disastrous decisions). New York, NY: Penguin Books.
50. Frantz, C.M., & Mayer, S. (2009). The emergency of climate change: Why are we failing to take action. *Analyses of Social Issues and Public Policy, 9*, 205-222.

Nov 5 Catch Up

Nov 10 **Literature Reflection Discussion**

Nov 12 Bringing it together

51. Stern, P.C. (2000). Toward a coherent theory of environmentally significant behavior. *Journal of Social Issues, 407-424*.
52. De Young, R. (1993). Changing behavior and making it stick: The conceptualization and management of conservation behavior. *Environment and Behavior, 25*, 485-505.

Nov 17; 19 Catch Up

Dec 1 **Project Paper is Due; Presentations Ready**
Project Presentations

Dec 3 Project Presentations

Dec 10 **Final Exam (3:00PM)**

PSY 485 – PSYCHOLOGY & SOCIETY: GENDER AND SEXUAL IDENTITIES

Fall 2015

Tuesday & Thursday, 2:00 p.m. – 3:15 p.m.

Stalker Hall, 318

“We’re all born naked – the rest is drag.” Ru Paul

Professor: Dr. Veanne N. Anderson

Office: Root Hall, Room B-208

Phone: (812) 237-2459

Email: veanne.anderson@indstate.edu

Office hours: Monday, 9:00 to 11:00 a.m.; Wednesday, 1:00 to 3:00 p.m. or by appointment

Required Readings:

Readings are posted on Blackboard under Course Documents, Readings. See pp. 5-6 for list of readings.

Course Description:

This course counts as an elective in the psychology major and minor and as a Foundational Studies-Upper Division Integrative Electives course. It also counts as an elective in the Gender Studies minor. The focus of this course is the influence of gender and sexual identities on human behavior. Students will read and discuss information on gender and sexual identities from several perspectives including psychology, evolution, sociology, biology, anthropology, and history.

The objectives of this course are to help you to:

- Examine the connections between your Foundational Studies courses and your Psychology courses with regard to issues related to gender and sexual identities.
- Explore and explain how information on gender and sexual identities may be relevant to your personal and professional lives.
- Think critically about issues related to gender and sexual identities.
- Read about and analyze different perspectives on gender and sexual identities.
- Develop a presentation on an issue related to gender and sexual identities.

COURSE POLICIES

- **Academic Integrity:** All students are expected to follow the academic integrity standards as outlined in the Code of Student Conduct (available at <https://www.indstate.edu/sites/default/files/media/Documents/PDF/CodeConduct.pdf>) . You will not need to include direct quotations in your papers. If you plagiarize any part of an assignment in this class, you will receive an “F” on that assignment (i.e., zero points). A report will also be filed with Student Judicial Programs.
- Two or more instances of plagiarism will result in an “F” for the course and further steps may be pursued with Student Judicial Programs.
- Diligent work on papers provides an excellent way to improve writing. Even if they do not get caught, students who plagiarize are subverting the educational process in ways that will hurt themselves in the long run. The majority of students are hardworking people who are willing to earn their grades fairly. Ordinarily, I trust that students will not try to subvert the educational process. Please, do not do anything to violate that trust!

- **Attendance:** Attend and arrive on time to class each day. You will be counted as present if you arrive to class on time (i.e. you are not tardy) and stay for the whole class; otherwise you will be counted absent. You are allowed two absences, **regardless of the reason for the absence**. After two absences your in-class activity points will suffer!
 - Let me know if you need to leave early from class; otherwise you will be counted absent.
- Please let me know as soon as possible if you need accommodations due to a disability or if you have emergency medical information to share with me.
- Turn your cell phones and pagers off during class.
- Please reserve eating for before and after class.
- Please do not talk with your neighbors during class lectures and discussion. This is distracting to everyone, and it interferes with the ability of class members to listen and take notes.
- This class is heavily discussion-based. Therefore, it is crucial that you come to class ready to discuss the day's assigned readings and that you actively participate!
- We will be discussing potentially provocative and controversial topics during this course. Please be respectful of others' views at all times during the course; it is only with an open dialogue that we can feel comfortable discussing and debating different viewpoints.

ASSIGNMENTS AND GRADING

- **Online Quizzes:** There will be 12 quizzes over approximately half of the readings. Each quiz is worth 10 points and will cover main ideas, themes, and/or conclusions of the articles. Quizzes will be posted on Blackboard, under the Quizzes link. You can take the quiz only once and you will have 10 minutes to take the quiz. You must complete the quiz by **noon the day it is due**.
- **Papers:** You will be turning in 11 short papers over approximately half of the readings. Each paper is worth 10 points and should be 1 to 1 ½ pages long – no shorter and no longer! Papers are to be typewritten in Time New Roman (12 points font) and double-spaced with 1 inch margins on all sides (see p. 9 for a sample paper with formatting directions). The grade for the paper will be based on the following criteria (see p. 9 for the grading rubric):
 - Spelling and grammar – 3 points (30%)
 - Format (margins, font, spacing, etc.) – 2 points (20%)
 - Quality of response to the writing prompt (prompts will be posted on Blackboard on My Tasks) – 3 points (30%)
 - Personal reflection (discussion of what you found interesting and what you learned from the readings) – 2 points (20%)
 - Write in your own words. **There should be no direct quotes in your papers.**
 - All class papers will be due in hard copy form in class on the day they are scheduled.
 - Late papers will be accepted only in certain cases, such as unforeseen family emergencies, serious illness or medical problems, or death in the family. You must present valid documentation of your absence on the day the assignment was due (e.g., physician's note, attendance at a funeral, etc.) in order to turn in a late paper. Points will be deducted for late papers (5% each day). You may e-mail me your late paper as an attachment. This is the only circumstance under which I will accept e-mailed assignments!!
- **In-class activities:** In-class activities may consist of surveys, responses to movies or guest speakers, focused small group discussions, in-class debates, etc. Points are awarded if you are present in class (i.e., you arrive on time and stay for the whole class) and you actively participate. In-class activities cannot be made up and are worth a total of 80 points.

- Group project:** Groups of 3-4 people will prepare a presentation to give to the class. The topic of the presentation is left up to each group. You may choose to expand on a topic already discussed in class or you may decide to organize a presentation on a topic that we did not cover. The presentation should include some type of activity that will encourage class participation. In other words, avoid a straight, lecture-style presentation. This is a chance to let your creative juices flow! Humor is also very welcome. You will meet with your groups on September 3 and a brief summary of your presentation is due on September 24 (worth 10 points). I will grade you on your individual contribution to the presentation (50 points) and on how well the group worked together (30 points). See p. 8 for the grading rubric for presentations.
 - See pp. 7-8 for group guidelines and some do's and don'ts of presentations.
- The syllabus and other class handouts will be posted on Blackboard. PowerPoint slides will be posted the day before class. You can access your grades on Blackboard. Check your ISU email accounts regularly for announcements, reminders, etc.
- Grading Scale:**

Papers (11 papers x 10 points)	110 points (27.5%)
Online Quizzes (12 quizzes x 10 points)	120 points (30%)
Presentation Outline	10 points (2.5%)
Group Presentation	80 points (50 for individual; 30 for group; 20%)
<u>In-class Activities</u>	<u>80 points (20%)</u>
Total	400 points

The points and percentages for each grade are:

A+ 98% to 100% (392-400 points)	C+ 78% to 79.9% (312-319.9 points)
A 94% to 97.9% (376-391.9 points)	C 74% to 77.9% (296-311.9 points)
A- 90% to 93.9% (360-375.9 points)	C- 70% to 73.9% (280-295.9 points)
B+ 88% to 89.9% (352-359.9 points)	D+ 68% to 69.9% (272-279.9 points)
B 84% to 87.9% (336-351.9 points)	D 64% to 67.9% (256-271.9 points)
B- 80% to 83.9% (320-335.9 points)	D- 60% to 63.9% (240-255.9 points)
	F 59.9% or below (less than 240 points)

Class Schedule: Changes in the following schedule will be announced as soon as possible. The list of readings is on pp. 5-6. Readings are posted on Blackboard under Course Documents, Readings.

Date	Topic	Readings	Assignments and Quizzes Due
August 20	Welcome & Getting Started		
August 25	Sexual & Gender Identities: Introduction		
August 27	Gender Stereotypes	1 & 2	Quiz #1
September 1	Gender Conformity & Nonconformity	3	Paper #1
September 3	Gender Conformity & Nonconformity	4	Quiz #2
September 7	Labor Day		
September 8	Women's Bodies	5	Paper #2
September 10	Women's Bodies	6	Quiz #3

Date	Topic	Readings	Assignments and Quizzes Due
September 15	Men's Bodies	7 & 8	Paper #3
September 17	Men's Bodies	9	Quiz #4
September 22	Intersexual People	10	Paper #4
September 24	Intersexual People	11	Quiz #5 Presentation Summary
September 29	Intersexual People	12	Paper #5
October 1	Transgender People	13	Quiz #6
October 6	Transgender People	14	Paper #6
October 8	Transgender People	15	Quiz #7
October 13	Transgender People	16 & 17	Paper #7
October 15	Sexual Identities	18	Quiz #8
October 20	Sexual Identities	19	Paper #8
October 22	Sexual Identities	20	Quiz #9
October 27	Sexual Identities	21	Paper #9
October 29	Sexual Identities	22	Quiz #10
November 3	Sexual Identities	23	Paper #10
November 5	Gender, Love, and Sex	24 & 25	Quiz #11
November 10	Gender, Love, and Sex	26	Paper #11
November 12	Gender, Love, and Sex	27	Quiz #12
November 17	Group Work		
November 19	Student presentations		
November 23-27	Fall Break		
December 1	Student presentations		
December 3	Student presentations		
December 10, 3:00 p.m.	Student presentations		

Important Dates to Remember:

September 7 : Labor Day – No Classes

September 24 : Group presentation summary due

October 27 : Last day to drop class and withdraw with no grade

November 23-27: Fall Break – No Classes

November 19, December 1, 3, and 10: Student Presentations

LIST OF READINGS

Gender Stereotypes

1. Fiske, S. T. (2010). Venus and Mars or down to Earth: Stereotypes and realities of gender differences. *Perspectives on Psychological Science*, 5, 688–692.
2. Reis, H. T., & Carothers, B. J. (2014). Black and white or shades of gray: Are gender differences categorical or dimensional. *Current Directions in Psychological Science*, 23, 19-26.

Gender Conformity and Non-conformity

3. Gould, L. (1998). X: A fabulous child's story. In B. M. Clinchy & J. K. Norem (Eds.), *The gender and psychology reader* (pp. 523-530). New York: New York University Press.
4. Tate, C. C., Bettergarcia, J. N., & Brent, L. M. (2015). Re-assessing the role of gender-related cognitions for self-esteem: The importance of gender typicality for cisgender adults. *Sex Roles*, 72, 221-236.

Women's Bodies

5. Herbenick, D., & Schick, V. (2011). *Read my lips: A complete guide to the vagina and vulva*. New York: Rowman & Littlefield. (Chapters 1 & 4)
6. Fahs, B. (2014). Perilous patches and pitstaches: Imagined versus lived experiences of women's body hair growth. *Psychology of Women Quarterly*, 38, 167-180.

Men's Bodies

7. Paley, M. (1999). *The book of the penis*. New York: Grove Press. (Chapters 1 & 8)
8. Johnston, L., McLellan, T., & McKinlay, A. (2014). Perceived size really does matter: Male dissatisfaction with penis size. *Psychology of Men & Masculinity*, 15, 225-228.
9. Roach, M. (2008). *Bonk: The curious coupling of science and sex*. New York: W. W. Norton. (Chapter 7)

Intersexual People

10. Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. New York: Basic Books. (Chapter 2)
11. Eugenides, Jeffrey (2002). *Middlesex*. New York: Farrar, Straus and Giroux. ("The Oracular Vulva" and "Looking Myself Up in Webster's")
12. Thorn, E. (2014). Drop the knife! Instituting policies of nonsurgical intervention for intersex infants. *Family Court Review*, 52, 610-621.

Transgendered People

13. Roughgarden, J. (2013). Sex and diversity, sex versus gender, and sexed bodies. In S. Stryker & A. Z. Aizura (Eds.), *The transgender studies reader 2* (pp. 147-155). New York: Routledge.
14. Beemyn, G. (2014). US history. In L. Erickson-Schroth (Ed.), *Trans bodies, trans selves: A resource for the transgender community* (pp. 501-536). New York: Oxford University Press.

15. Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science, 26*, 467-474.
16. Boylan, J. F. (2003). *She's not there: A life in two genders*. New York: Broadway Books. (“Wobbly wobbly,” and “Boygirl”)
17. Rudacille, D. (2005). Conversation with Ben Barres, M. D., Ph.D.. In D. Rudacille, *The riddle of gender: Science, activism, and transgender rights* (pp. 21-29). New York: Pantheon Books.

Sexual Identities

18. Morgan, E. M. (2012). Not always a straight path: College students' narratives of heterosexual identity development. *Sex Roles, 66*, 79-93.
19. Diamond, L. (2008). *Sexual fluidity: Understanding women's love and desire*. Cambridge, MA: Harvard University Press. (Chapters 1 & 2)
20. Lowry, M. (2000). If I were a straight man... In K. Kay, J. Nagle, & B. Gould (Eds.), *Male lust: pleasure, power, and transformation* (pp. 47-52). New York: Haworth Press.
21. Manley, M. H., Diamond, L. M., & van Anders, S. M. (2015). Polyamory, monoamory, and sexual fluidity: A longitudinal study of identity and sexual trajectories. *Psychology of Sexual Orientation and Gender Diversity, 2*, 168-180.
22. Dworkin, S. (2013). Bisexual identities. In C. J. Patterson & A. R. D'Augelli (Eds.), *Handbook of psychology and sexual orientation* (pp. 31-41). New York: Oxford University Press.
23. Scherrer, K. (2008). Coming to an asexual identity: Negotiating identity, negotiating desire. *Sexualities, 11*, 621-641.

Gender, Love, and Sex

24. Conley, T. D., Moors, A. C., Matsick, J. L., Ziegler, A., & Valentine, B. A. (2011). Women, men, and the bedroom: Methodological and conceptual insights that narrow, reframe, and eliminate gender differences in sexuality. *Current Directions in Psychological Science, 20*, 296-300.
25. Bolmont, M., Cacciopo, J. T., & Cacciopo, S. (2014). Love is in the gaze: An eye-tracking study of love and sexual desire. *Psychological Science, 25*, 1748-1756.
26. Fletcher, G. J. O., Simpson, J. A., Campbell, L., & Overall, N. C. (2015). Pair-bonding, romantic love, and evolution: The curious case of *Homo sapiens*. *Perspectives on Psychological Science, 10*, 20-36.
27. Rudman, L. A., & Fetterolf, J. C. (2014). Gender and sexual economics: Do women view sex as a female commodity?. *Psychological Science, 25*, 1438-1447.

Presentation Group Ethics and Etiquette

1. Choose a topic that is of interest to all group members.
2. Share the work equitably. People may have different skills and talents and so may contribute equitably in different ways than someone else.
3. As much as possible, group decisions should be made democratically.
4. Group members will be evaluating your contribution to and involvement in the group at the end of the term. Your individual grade will not suffer because someone else does poorly.
5. Collaboration and communication are important!
6. Pitfalls or issues to be aware of:
 - Respect each other's time schedules
 - Maintain regular communication with ALL group members
 - Let me know as soon as possible if there are difficulties. For example, someone fails to attend the meetings or consistently does not respond to email or phone messages; a group member acts as if they are the leader of the group and begins to take over, etc.
7. Have fun!

Do's and Don'ts for Oral Presentations

- 1). Introductions to speeches should accomplish three things: gain attention, state the thesis (main idea) of the speech, and preview the main points of the presentation. Attention-getting devices that work well are stories, quotes, and statistics that are powerful.
- 2). Limit the body of the speech to three or four main ideas. State the point, support it with evidence, and re-state it. Then develop a clear transition to the next main idea.
- 3). Good conclusions do two main things: summarize the main ideas; and leave the listeners with something powerful to remember. If you begin with a story, "finish" the story in the conclusion. If you begin with a quote, end with a similar one. If you begin with a statistic, end with a better one. This brings the presentation full circle and leaves listeners with something to remember and tie it all together.
- 4). Create a speaking outline that allows you to extemporaneously present the speech. In other words, don't read to the audience. Use visual aids **ONLY** as a support for the spoken work, not as substitutions. For example, don't read Power Point slides to the audience.
- 5). If you do use Power Point slides, only present main ideas or themes on the slides. Do not write out everything you want to say. As indicated in 4), the slides should be more like an outline, not the complete story.
- 6). Make eye contact with the audience. Look for the best listener and try to speak to him or her. Remember, the speech will not be the most embarrassing thing you ever do, likely you've already done that. Don't focus on yourself; focus on the audience as listeners.

- 7). Project your voice so that someone in the back of the room can hear you.
- 8). You will probably be nervous and/or anxious about speaking in front of people. Try to practice giving your talk in front of a mirror and definitely in front of others before doing the actual presentation. Your practice audience can tell you whether you are maintaining eye contact, talking loudly enough, being clear, and talking too long or not long enough.
- 9). Show up on time – or even better, a bit early – to class. This allows you some preparation time, especially if you will be using the computer and/or AV equipment.
- 10). Audience members should be respectful and attentive. Do not talk to neighbors while groups are presenting. Remember, you will be one of those speakers and you want the audience to be respectful and attentive to you.

NOTE: Many thanks to Dr. Debra Worley, Professor Emeritus of the Department of Communication, Indiana State University for help in providing these guidelines.

Criteria	Rubric for Grading Individual Presentation	Score
	The following rubric will be used to score your individual contribution to the presentation. There are three criteria, each worth up to 10 or 20 points.	
1	Well organized: The speaker was focused and their information was related to the group's topic. There were smooth rather than abrupt transitions between ideas. 20 points possible	
2	Clear: The speaker was clear and did not read exclusively from notes or slides. They maintained good eye contact with the audience. There were not a lot of clichés, jargon, or slang. 20 points possible	
3	Member evaluation: Each person will be evaluated by their group members. The score for this criterion will be the average rating of the group member evaluations. 10 points possible	

Criteria	Rubric for Grading Group Presentation	Score
	The following rubric will be used to score your group for the presentation. There are two criteria, each worth up to 15 points.	
1	Well organized: The speakers were organized and there were smooth transitions between speakers.	
2	Preparation: Each person contributed their fair share to the presentation.	

Name
PSY 485
Date

The heading with your name, course number, and date are single-spaced.

This is an example of the format for the short papers. Before you begin typing your papers, click on the “Page Layout” tab in Word. Under “Spacing,” set the “Before” and “After” values to zero (0). The heading with your name, course number, and date should appear on the first page and should be single-spaced. Page numbers for all papers should appear in the upper right-hand corner.

Use double-spacing for the rest of the paper, including between paragraphs.

All papers should have margins that are 1 inch on all sides. The body of your papers should be double-spaced. The font for all of your papers should be in Times New Roman 12 points. Each of the short papers should be at least one page long and no longer than 1 ½ pages long. It is very important that you follow the instructions on this page and the paper guidelines on p. 2 and that you review the grading rubric for papers below. Doing so will improve your chances of doing well on the writing assignments.

Criteria	Rubric for Grading Papers	Score
	The following rubric will be used to score your papers. There are four criteria.	
1	Quality of response: The writing is focused and unified rather than diffuse and answers the prompt. There are smooth rather than abrupt transitions between paragraphs and ideas are developed in an orderly way. The writing does not have a lot of clichés, jargon, slang, excessive technical acronyms, or pompous vocabulary. The writing is more formal than the language that is used in conversation. For example, it is inappropriate to address the reader as “you” because this informal style implies a false level of intimacy between writer and reader. 3 points possible	
2	Personal reflection: There is thoughtful reflection of what the writer learned and/or found interesting about the reading(s). 2 points possible	
3	Mechanically sound: Spelling and punctuation are correct. Sentences are grammatically correct. There are no direct quotes. 3 points possible	
4	Format: Correct format is used throughout. This includes margins, font, spacing, length, etc. 2 points possible	