PSY 3121B- Psychology of Women  
Evelyne Girard, Ph.D., C.Psych.  
egirard@uottawa.ca  
613-834-2321 (for phone appointments or messages)  
Fall 2015

COURSE OUTLINE

Class schedule:  
Monday 19:00- 22:00 STE B0138

Office:  
Vanier 2026 By appointment ONLY  
VNR 2026 (Vanier)

Phone appointments easily arranged.  
Place to meet can be flexible.  
Email replies within 24 hours.

T.A.: Rylee Oram roram047@uottawa.ca

Power Points and Revision Lists: on Blackboard

Boston: Pearson.

COURSE DESCRIPTION

Theoretical and methodological issues concerning women. Sexual dimorphism, biology  
and socialization experiences. Gender stereotypes. Familial, occupational, and other  
societal roles. Identity and self-concept in relation to social norms. Mental health and  
well-being. Violence against women.

COURSE OBJECTIVES

1. To examine gender issues in the context of scientific psychology.  
2. To reflect and exchange views and opinions on women's challenges.  
3. To be fully aware of the impact these issues and challenges have on individual lives.
TEACHING METHODS

Interactive methodology based on a social laboratory approach. Tasks include: 8 True or False quizzes, 16 group discussions, 1 group presentation, 2 exams.

ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>Evaluation Format</th>
<th>Weight</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-term exam:</strong> 100 multiple choice questions</td>
<td>30%</td>
<td>October 19 2015</td>
</tr>
<tr>
<td>Group discussions (16)</td>
<td>16%</td>
<td>Sept-Dec 2015</td>
</tr>
<tr>
<td>Group presentation (1)</td>
<td>06%</td>
<td>Nov 30-Dec 02 2015</td>
</tr>
<tr>
<td>True or False Quizzes (8)</td>
<td>08%</td>
<td>Sept-Dec 2015</td>
</tr>
<tr>
<td><strong>Final exam:</strong> 100 multiple choice questions</td>
<td>40%</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>Bonus Assignment</td>
<td>03%</td>
<td>December 09 2015</td>
</tr>
</tbody>
</table>

POLICY REGARDING ATTENDANCE

Class attendance is compulsory in this course.

**NO group discussions will be done outside the classroom time given to complete them.**

University regulations require that all absences from exams and absences due to illness to be supported by a medical certificate.

PSY3121B. FALL 2015- DETAILED SYLLABUS

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1.</strong></td>
<td>Gender: the Concept, Approaches to Research</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>1. B</td>
<td>Power Point. What is Gender? BINGO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 1. Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approaches to Research on Sex and Gender. Power Point: Research Methods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 2. Research Methods True or False Quiz #1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PART 2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Femininity and Masculinity, Hormones and Chromosomes</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>2. A</td>
<td>Femininity and Masculinity Power Point: Stereotypes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 3. Feminine or Masculine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hormones and Chromosomes Power Point: Hormones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 4. PMS and testosterone True or False Quiz #2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PART 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theories of Gender Development Power Point: Psychodynamic, Social Learning, Cognitive Theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 5. Which theory is best?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender Identity, Intelligence, Cognitive Abilities and Emotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing Gender Identity Power Point: Diversity, Influences on Development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 6. Acting like a boy, acting like a girl True or False Quiz #3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intelligence and Cognitive Abilities Power Point: Evidence for Sources of Gender Differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 7. Yes or No to Cognitive Differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 8. Showing or not showing anything True or False Quiz #4.</td>
</tr>
<tr>
<td>Oct. 12</td>
<td></td>
<td>No Class. Thanksgiving</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 19 2015</td>
<td>Mid-Term Exam- 100 multiple choice questions (Chapters 1 to 8).</td>
<td></td>
</tr>
<tr>
<td>Oct. 26 2015</td>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>PART 4.</td>
<td>Relationships and Sexuality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 9. Friends and/or love.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 10. Sex and/or love</td>
</tr>
<tr>
<td>PART 5.</td>
<td>School, Careers and Work</td>
<td></td>
</tr>
<tr>
<td>Nov. 09 2015 Class #6. B</td>
<td>Careers and Work</td>
<td>Power Point: Careers and Gender issues at Work.</td>
</tr>
<tr>
<td>PART 6.</td>
<td>Health and Fitness, Stress, Treatment for Mental Disorders</td>
<td></td>
</tr>
</tbody>
</table>
 REFERENCES

Chapter 1. The Study of Gender


Chapter 2. Researching Sex and Gender

Chapter 3. Gender Stereotypes: Masculinity and Femininity

The Social Psychology Network includes over 5,000 links to psychology-related resources, including an extensive list of links to sites with information about prejudice, discrimination, and diversity, the psychology of gender, lesbian and gay issues and homophobia, disability, and other factors that can lead to stereotyping. www.socialpsychology.org/social.htm.

Explore gender stereotyping and computers through two websites.

1. About.com presents information about the gender stereotyping of computers as a male domain (http://privateschool.about.com/cs/technology/l/aabarbie.htm).

2. Winter 2010: Barbie will become a computer engineer, complete with pink glasses and a pink computer. This career is the 125th that Barbie has undertaken, and she got this career through a process of online voting (see http://gizmodo.com/5470587/computer-engineer-barbie-has-a-phd-in-fun-and-breaking-down-stereotypes).

Chapter 4. Women: Hormones and Chromosomes

The Intersex Society of North America: http://www.isna.org/ provides information including advice for parents of children with intersex conditions.

Androgen insensitivity syndrome: http://www.aissg.org/provides an online support group for individuals with and parents of children.

PMS: http://womens-health.health-cares.net/premenstrual-syndrome-causes.php, along with lots of links to related topics.


Chapter 5. Women: Theories of Gender Development

Freud and psychonalysis: http://users.rcn.com/brill/freudarc.html

Horney: http://mythosandlogos.com/Horney.html

Chapter 6. Women: Developing Gender Identity

William Pollack, author of Real Boys: (www.williampollack.com), offers a variety of workbooks and parent handbooks to help in encouraging boys to healthy manhood. One interview (http://life.familyeducation.com/boys/self-esteem/36376.html) presents Pollack’s advice to parents about raising happy boys who are well adjusted but not violent.

Barbie’s website (www.barbie.com) is a world of pastels, presenting an attractive picture of this icon. On the other hand, AdiosBarbie (http://www.adiosbarbie.com/) is not so pastel and presents positive information about all types of bodies. These two websites make an interesting pair.

Girls Incorporated: devoted to inspiring girls to be strong, smart and bold. https://www.girlsinc-online.org/ information for adults who want to help girls achieve these goals. Games and exercises for girls.

International Foundation for Gender Education www.ifge.org promotes self-definition and information about transgender individuals through online newsletter, notices, and updates. Link to find a support group.


Children Now: http://www.childrennow.org/index.php/ presents summaries and reports about media influence and gender role development. Choose Learn option from the main page and Judging Educational TV.

Enhancing media literacy: The Media Channel webpage. A Get Involved page http://www.mediachannel.org/getinvolved/teachkids.shtml contains information for parents who want to teach their children how to evaluate the information that comes through the media.
Theory.org.uk: devoted to exploring the connections between media and identities, with some attention to gender identity. www.theory.org.uk/

Chapter 7. Women: Intelligence and Cognitive Abilities

IQ test? Online versions of several IQ-type tests: QueenDom.com http://www.queendom.com/tests/index.html. Traditional IQ-type tests and assessments of verbal and spatial abilities as well as other areas also available.

History of intelligence testing: http://www.indiana.edu/%7E7Eintell/ presents an interactive map, references, and contributors to the development of IQ testing.


Chapter 8. Women: Emotion

Chapter 9. Women: Relationships

QueenDom’s website (www.queendom.com/portals/love.html): Love as a topic, with many types of information, including articles, discussion boards, polls and surveys, and relationships tests.


www.heartless-bitches.com: satirical look at problems with relationships. Funny quiz and links to other sites, some funny and some serious.

Fathering Magazine: http://www.fathermag.com/
www.fatherhood.gov: U.S. site provides information to help fathers become more involved in their children’s lives, programs, resources, and research.

Domestic violence and prevention: Springtide Resources http://www.springtideresources.org/

MenWeb: women abuse men about as often as men abuse women articles and statistics http://www.menweb.org/

Rape, Abuse, and Incest National Network www.rainn.org: information for victims, resources for counseling, and statistics about rape and sexual assault.


Chapter 10. Women: Sexuality

Romance/Sexuality Tests at Queendom.com
(http://www.queendom.com/tests/testscontrol.htm?t=1) related to sex.

Sexuality Information and Education Council of the United States (SIECUS): (www.siecus.org) options such as resources for parents in providing sexuality education, teens seeking information, media information, fact sheets, and more.


YouthResource (http://www.amplifyyourvoice.org/youthresource): created for young people who are gay, lesbian, bisexual, or questioning their sexual orientation. Promotes sexuality education and the right to accurate information about sexuality.

Genders online journal (www.genders.org): forum that publishes essays about gender and sexuality in relation to social and political issues; strives to be controversial.

Chapter 11. Women: School

Woodrow Wilson Leadership Program for Teachers: research on gender equity in education programs. (http://www.woodrow.org/teachers/math/gender/) includes research, programs, and activities to promote gender equity in the classroom.

Gender Equity in Education (http://teachertech.rice.edu/Participants/mborrow/GenderEquity/gendsite.html) oriented toward equity in all types of education especially for girls in science and technology in grades K-12. Links to dozens of sites about education, boys and girls.

Yahoo! Directory (http://dir.yahoo.com/Education/By_Culture_or_Group/Women/Gender_Equity/) lists a variety of resources for equity in education.


American Association of University Women reports highlight problem of sexual harassment in schools (http://www.aauw.org/learn/research/): access to reports.

About.com (http://teenadvice.about.com/cs/sexualharassment/index_2.htm): advice to teens concerning sexual harassment at school.

Chapter 12. Women: Careers and Work


Diversity Central (http://www.diversitycentral.com): commercial website devoted to information and services to integrate diversity into workplaces. Links to international sources allow comparisons of diversity issues in the United States to other countries.

National Fatherhood Initiative webpage (www.fatherhood.org): history of the project, findings and documentaries present the dilemmas of fathers in contemporary families.
Catalyst (www.catalystwomen.org): organization devoted to working with business to advance women. Sponsors research about women's role and progress in the business community. Press releases offer recent information about women in business.


Shevolution (www.shevolution.com): organization devoted to developing systems, services, and media in which men and women work together as equals. Information about working conditions around the world and on politics.

Good summary of sexual harassment law: http://www3.uakron.edu/lawrev/robert1.html: Information targeting businesses, including financial dangers of ignoring sexual harassment law and steps necessary to minimize the incidents of sexual harassment at work. National Women's Law Center website (http://www.nwlc.org/details.cfm?id=459&section=employment) includes basic information about sexual harassment law.

Chapter 13. Women: Health and Fitness

Healthfinder (www.healthfinder.gov): health information from the U.S. government: men's and women's health. Hundreds of links to other sites. Search engine to find topics not obvious on menu page. Always a good place to start.


QueenDom.com Health as one topic (http://www.queendom.com/tests/index.htm), a mixture of assessments on physical and mental health issues.

About Face: San Francisco based organization devoted to challenging and changing images of women in the media. Concentrate on body image and other women's health issues. References and links at www.about-face.org/.

Adiosbarbie.com (www.adiosbarbie.com): devoted to positive body image and aimed at teen girls.

Chapter 14. Women, Stress, Coping and Psychopathology

Healthfinder (http://www.healthfinder.gov/): gateway website for health information from U.S. government. Variety of topics, including mental health issues. Hundreds of links to other sites. Search engine to find topics not obvious on menu page. When searching for health-related information, always a good place to start.

Social Psychology Network: extensive webpage (www.socialpsychology.org) over 5,000 links to psychology-related resources and sites with information about clinical problems (http://www.socialpsychology.org/clinical.htm). Wide range of topics: eating disorders, depression, anxiety disorders, schizophrenia, and suicide.

Chapter 15. Women and Treatment for Mental Disorders

The Social Psychology Network: extensive webpage (www.socialpsychology.org) over 5,000 links to psychology-related resources, links to sites with information about treatment (http://www.socialpsychology.org/clinical.htm#treatment). Wide range of topics, links to sites with background information on therapy and therapy effectiveness, online counseling, medications, social work, and how to locate a therapist.
**www.psychoanalytic.com:** explanation of psychoanalysis and way to find therapists who adhere to this approach. The Women’s Therapy Centre Institute (www.wtci-nyc.org) webpage presents feminist psychoanalytic therapy.

**Online self-help groups:** Emotional Support Resources (http://www.cix.co.uk/~net-services/care/) searchable database of online support groups. SupportPath.com (www.supportpath.com) alphabetical listing of problems with links to support groups.

**Dozens of specific disorder webpages with support groups:** Cancer News (http://www.cancernews.com/support.html), people with AIDS, both in face-to-face and online groups. Babes Network (http://www.babesnetwork.org/) offering support to women with AIDS.

Chapter 16. Women: How Different

**Gender and Society (www.trinity.edu/~mkearl/gender.html):** historical and sociological review of the status of women, many links to sources of information.

**MOVIES ON PSYCHOLOGY OF WOMEN**

**Chapter 1. The Study of Gender**

*Is Feminism Dead?* (1999) asked this provocative question over a decade ago, when second wave feminism appeared to have achieved many of its goals. By consulting a variety of experts, this video examines the women’s movement as it have evolved in the late 1990s. (29 minutes).

*Women’s Rights* (2010) takes a global perspective to contrast women’s right in the United States with other countries. The program is part of a series on global issues and examines education, domestic violence, and business opportunities. (26 min.).

*Voices of Power: African-American Women* is a video about African American women and their efforts to gain status and a respected place in society. (1999, 29 minutes).

*Venus and Mars: Gender* (2005) explores issues such as gender stratification, gender segregation in the workplace, the impact of Title VII, and the women’s movement. (30 minutes)


*The Sexes* (1999) includes a variety of authorities who present a historical and cross-cultural view of women, men, and societies. (53 minutes).

*Gender Issues in the USA* (2001) explores this topic by using student commentary concerning inequalities for women, but this program also include an examination of masculinity, focusing on Robert Bly’s book *Iron John.* (60 minutes).

**Chapter 2. Researching Sex and Gender**

**Evelyn Fox Keller: Science and Gender** is a video that features Evelyn Fox Keller, who has been a leading voice on the topic of gender and science. Keller contends that the
gender bias in the history of science affects women’s interest, efforts, and treatment in science today. (1988, 30 minutes).

Chapter 3. Gender Stereotypes: Masculinity and Femininity

*Barbie Nation: An Unauthorized Tour* presents the history of Barbie and examines how this icon represents femininity. The video includes a tour of those who collect and worship Barbie as well as the woman who created this toy. (82-minute DVD).

*Tough Guise* (1999) is a video that examines masculine identity and its association with violence by looking at media images of masculinity.

*Wrestling with Manhood: Boys, Bullying & Battering* (2002) explores masculinity through wrestling and displays of violence (full-length version 60 minutes and abridged version 45 minutes).


*Manhood* (2003) examines the stereotypes of masculinity and searches for a true meaning of the concept. (43 minutes).

*I Am a Man: Black Masculinity in America* (1998) explores the development of masculinity among African American men through the commentary of prominent theorists such as bell hooks, Michael Eric Dyson, John Henrick Clarke, Alvin Poussaint, and African American men. (60 minutes).

*Race and Sex: What We Think (But Can’t Say)* (2006) presents prominent researchers and their research, including work on implicit stereotyping and stereotype threat, among others. (40 min.)

*Dreamworlds* is a controversial series of videos about the influence of music videos on sexual images of women. *Dreamworlds* (1991) was one of Sut Jhally’s early films that won many awards, but MTV tried to stop its distribution. *Dreamworlds 2* (1995, 55 minutes) is an updated version, and *Dreamworlds 3* (2007) is the latest addition.

*The Codes of Gender: Identity and Performance in Pop Culture* (2009) is another film by Sut Jhally. As in his *Dreamworlds* series, this presentation focuses on pop culture and interprets gender as a cultural performance. (60 minutes).

*Class Dismissed* (2005) will be an interesting choice if you focus on the issue of class, how the working class is portrayed on television, and the interaction of class, gender, ethnicity, and sexuality on television. (62 minutes).

Chapter 4. Women: Hormones and Chromosomes

*The Gender Puzzle* (2005) examines the impact of developing knowledge in biology on the understanding of sex. The video includes interviews with intersex and transgender individuals who talk about their gender identity (46 minutes).

*Science of the Sexes: Different by Design* (2002) is one of a two-part series on gender differences. This program focuses on sexual dimorphism and its advantages for genetic
variety. The video also examines hormonal effects, including those on the brain (51 minutes).


*The Remarkable Story of John/Joan* (1999) presents the story of the baby boy who was sexually reassigned and reared as a girl. Joan had adjustment problems but did not learn about being born male until adolescence. His unique story reflects the complexities of sex and gender (30 minutes).

*The Third Sex* (1997) explores the situation of intersex individuals by presenting four cases, including missing sex chromosome, androgen insensitivity syndrome and 5-alpha-reductase insufficiency, and ambiguous genitalia. (53 minutes).

**Chapter 5. Women: Theories of Gender Development**

*Gender Socialization* (1993) is a program that examines the factors of ethnicity and class in relation to gender socialization. The emphasis is on both past and the possibility of change (60 minutes).

*The Secret Life of Boys* (1998) appeared on ABC News 20/20 and features William Pollack, author of *Real Boys*. Pollack believes that boyhood is filled with hurdles, and boys are encouraged to hide their feelings, which contributes to problems they experience as men.

*Cross-Cultural Comparisons: Gender Roles* (1994) is a two-volume set that explores gender roles in several countries. The first part examines gender roles in several cultures in which women’s status is low, and the second part focuses on several societies that have tried to build greater gender equity (60 minutes each).

**Chapter 6. Women: Developing Gender Identity**

*The Role of Gender* (2007) examines the development of gender roles, including a consideration of the changes that have occurred over the recent past. (30 minutes).

*How Boys and Girls Differ: The First Six Years* (2002) examines childhood development, noting the gender differences that appear during this time period. The program includes physical, cognitive, and emotional facets of development and considers the implications of gender differences for parents (20 minutes).

*Understanding the Differences between Men and Women* (2005) explores the variety of forces that affect gender development. (30 minutes).

*21st-Century Brothers* (2003) explores the influence of brothers—in both positive and negative ways.

*Divide of the Sexes: Gender Roles in Childhood* (2008) examines the gender development of 25 8-year-olds, including the different parental attitudes and behaviors as well as the children’s behavior.
Sexual Stereotypes in the Media (2008) examines the sociological and market forces that have driven the media to the degree that currently exists and explores the potential for harm by this process. (38 minutes).

Killing Us Softly was the first of four videos that examine women's images in advertising. Beginning in 1979, Jean Kilbourne made a series of documentaries that examine how the advertising industry portrays women. Killing Us Softly 4 is the latest of her efforts (2010, 45 minutes), but Killing Us Softly 3 (1999, 30 minutes) and Still Killing Us Softly (1987) remain relevant. In addition, The Strength to Resist: The Media’s Impact on Women & Girls (2000) presents the fight against the degrading images of women in the media and includes prominent women such as Carol Gilligan and Gloria Steinem (35 minutes).

Growing Up in a Video World: Media and the Developing Child (2000) shows the influence of the 40 hours per week that the average child watches television and how this media blitz influences attitudes and behavior (24 minutes).

Middle Sexes: Redefining He and She (2005) presents Noah, who is an 8-year-old boy who believes he is a girl. This belief poses a problem for Noah and his family, as well as others who struggle with gender identity disorder. This video shows people from around the world who have grappled with this situation.

Ma Vie en Rose (1997) is a theatrical film that portrays a boy who wants to be a girl and rejects masculine socialization pressure. His behavior is consistent with a diagnosis of gender identity disorder, but the film shows him in a positive way. A great many films have been made about “tomboys,” and the girls are often portrayed in positive ways. Few sympathetic depictions of “sissies” exist, making this film of great interest.

You Don’t Know Dick (1997) is a documentary about six men who were once women. Each tells his story and shares views on gender, sexuality, and self-discovery (58 minutes).

Chapter 7. Women: Intelligence and Cognitive Abilities

War of the Sexes: Language (2005) is part of a series that focuses on gender differences. This program explores the differences between women and men in language (45 minutes).

War of the Sexes: Spatial Abilities (2005) is another part of the series on gender differences. This episode focuses on spatial abilities, contrasting the strategies that women and men prefer to accomplish similar tasks (45 minutes).

Men, Women, and the Brain (1998) explores the differences between male and female brains in terms of several cognitive abilities as well as mental disorders and aging (57 minutes).

Chapter 8. Women: Emotion

War of the Sexes: Emotion (2005) is a segment in a series of programs that explore gender differences. This episode focuses on the gendered expression of emotion and the underlying gender similarities in the experience of emotion.
Gender and the Interpretation of Emotion is a 1995 program that examines gender differences in the ability to judge emotions. It covers on both the research that has found and the implications of such differences (25 minutes).

The Mommy Mystique: The Anxiety of Modern Motherhood (2005) examines the plight of mothers who lead hectic, competitive lives (23 minutes).

Life with Dad (2002) explores the world of single dads and the challenges of men providing daily care for children. This situation has become increasingly common, and this program examines societal attitudes toward fathers who are primary caregivers (44 minutes).

Rocking the Cradle: Gay Parenting (2007) allows an examination of the role of gender in parenting by presenting gay and lesbian parent and their day-to-day lives. (38 min.)

Juggling Work and Family (2001) examines the massive changes that have taken place in traditional gender roles for men as providers and women as homemakers and the tensions that have resulted from this shift. (2 hours).

Manhood and Violence: Fatal Peril (2003) focuses on a successful program for convicts that attempts to address the warped concepts of masculinity that underlie their violence (58 minutes).

Bully Girls (2006) explores the style of bullying that girls use and offers ways to recognize and bring these tactics to the attention of school officials (20 minutes).

Boys Will Be Boys, but What About Girls? Childhood Aggression and Gender (2008) explores relational aggression, the variety of aggression that tends to occur among women. (50 minutes).

Defending Our Lives is a 1994 Academy Award winning documentary about domestic violence in the United States. The video presents the stories of battered women, the legal system's response, and community efforts to combat this problem (42 minutes).

Domestic Violence in America (1996) is a two-part series. The first part, Battered Women: Under Siege, presents the dangers and frequency of intimate partner violence. The second part, Battered Women: Fighting Back, examines what happens when women fight back, including killing their abusive partners (45 minutes each part).

TV Violence and You (1995) presents a disturbing analysis of the prevalence and effects of television violence. Using clips from television, this video shows the presence of stereotyping and how television depictions affect relationships (30 minutes).

Chapter 9. Women: Relationships

Portraits in Human Sexuality: Meeting, Dating, and Maintaining Relationships (2006) examines the formation and maintenance of relationships, including online services and cross-cultural variations in meeting and forming relationships (35 minutes).

He Said, She Said: Gender, Language, and Communication (2001) is a video featuring Deborah Tannen’s influential view of male/female communication styles. The video presents information about the development of gendered communication as well as issues of status and style (50 minutes).
The Changing Role of Hispanic Women (1995) features Hispanic and Hispanic American women who talk about their traditional roles of wife and mother and how those roles are changing (44 minutes).

Love (2005) shows couples who are assessed for neurological and physiological responses that may give clues to their lasting relationships (51 minutes).

Gender and Relationships: Male-Female Differences in Love and Marriage (2002) is a film from Dane Archer. The film explores the gendered view of relationships, beginning in childhood and continuing to make points concerning what women and men bring to and need from love relationships (42 minutes).

Women and Men Unglued: Marriage and Relationships in the 21st Century (2003) examines the drastic changes that have occurred in male-female relationships. Based on the growing number of individuals who choose not to marry, this video questions the future of marriage. (87 minutes).

To Have and to Hold addresses the issue of wife battering through the perspective of the batterers. Although the film examines the societal attitudes that allow such behavior, it also focuses on interviews with men who batter their female partners to examine these violent men’s motives and perceptions of their behavior.

Facing Diversity: Responding to Violence against Women from Diverse Cultures (2001) examines the barriers that women face when they are immigrants to the United States and experience domestic violence. These women’s risks are magnified by their place in society (40 minutes).

Why Thee Wed? Gay Perspective on Same-Sex Marriage (2005) explores the issues involved in marriage for same-sex couples, focusing on British Columbia after the legalization of same-sex marriage. (51 minutes).

Chapter 10. Women: Sexuality

Sex and Sexuality (2007) explores some of the contemporary controversies revolving around sexuality, such as sex outside of marriage, sexual orientation, and the battle over sexuality education. (30 minutes).

Portraits in Human Sexuality: Human Development (2006) is one program in a series on human sexuality. This episode focuses on the development of sexual knowledge and features interviews with children, adolescents, and adults who discuss their knowledge and what they believe is appropriate sexuality education (35 minutes).

Teen Sexuality in a Culture of Confusion (1998) explores the factors that influence young people and the expression of their sexuality. This video features the stories of eight young people, two of whom talk about living with AIDS (40 minutes).

The War of the Sexes: Sexuality and Seduction (2005) is one program in a series that explores gender differences. This episode is devoted to an examination of attraction and the expectations of women and men, which turn out to be more similar than many people would guess (45 minutes).
Portraits in Human Sexuality: Nonconsensual Sexuality (2006) is an episode in the series on human sexuality. This program features the case of a young woman who was raped and treatment for sexual offenders (40 minutes).

True Stories is a somewhat deceptive title; the stories in this video are realistic but fictionalized. These stories reveal situations that involve acquaintance rape and the consequences to the victims and the perpetrators. (14 minutes).

The Amazing Normal Story (1997) is a video about childhood sexual abuse, told by the filmmaker about herself. At age 12 she became involved with a man old enough to be her father, and this relationship continued for several years. The video challenges the way people think about sexual abuse and is a hopeful message about recovering from abuse (57 minutes).

Portraits in Human Sexuality: Sexual Orientation (2006) is another episode in the series on human sexuality. This program presents gay couples who are also parents. They discuss their histories of understanding their sexual orientation. In addition, the video features HIV education (37 minutes).

When I Knew (2008) presents interviews with a variety of individuals who share when they realized they were gay. (35 minutes).

Being Gay: Coming Out in the 21st Century (2003) explores the difficult decision to come out and the problems that may arise when a person fails to accept his or her sexual orientation. (20 minutes).

Chapter 11. Women: School

A Struggle for Educational Equity: 1950-1980 (2001) covers the many sources of inequity that were prevalent in 1950 and the landmark decisions and legislation that have addressed these inequities.

Boys: The Weaker Sex? (2002) focuses on boys in school, including importance of masculine gender role and brain chemistry in boys’ problems in school. Prominent researchers discuss the physical, psychological, and sociological factors that influence boys’ schooling (51 minutes).

Reading Across the Lines: Closing the Literacy Gender Gap (2003) explores the gap between girls and boys in school, which some experts attribute to boys’ problems in reading (16 minutes).

Crossing the Line: Sexual Harassment and How to Confront It (2005) presents information to help students and workers recognize sexual harassment and how to deal with it.

Classroom Climate Workshop: Gender Equity (1999) shows classroom scenes that represent gender bias in blatant and subtle form, followed by a similar scene with a more equitable outcome (30 minutes).

These Girls Are Missing: The Gender Gap in Africa’s Schools (1996) presents the gender inequities that girls face in Africa, where bias against women leads to girls who do not receive any education (60 minutes).
Evening the Odds: Is Title IX Working? (1999) is a video that examines Title IX and women's athletics. (12 minutes).

Playing (Un)Fair (2002) examines the effects of Title IX and its impact on sports for both women and men. The program shows the stereotyping that occurs for female but not male athletes (30 minutes).

Chapter 12. Women: Careers and Work

A Woman's Place Is in the Boardroom: Profiting from Equality (2009) reports on the mandate by the Norwegian government for public companies to include women as 40% of the individuals on the boards of directors. This directive has been related to an increase in the companies’ bottom line. (27 min.).

The Pay Gap: Sexism or Something Else? (2005) presents a debate of the reasons underlying the gender wage gap between Warren Farrell, who argues that sex discrimination play little role, and Martha Burk, who claims that it does. (8 minutes).

The Trouble with Working Women: An Inquiry into Inequality Between the Sexes (2009) explores the wage gap in Great Britain, and the findings are applicable to other countries. (2 parts, Why Can't a Woman Succeed Like a Man? and Why Can't a Woman Earn as Much as a Man? 60 min. each).

Monuments Are for Men, Waffles Are for Women: Gender, Permanence and Impermanence (2000) explores the differences in the work traditionally performed by men versus that done by women and the societal values assigned to each (32 minutes).

Not Just a Job is a video about career planning for women and includes new ways for women to think about and plan for careers. (35 minutes).

Taking on the Boys’ Club: Women in the Workplace (1998) is a video of a 2-part ABC News program that examined working in the 1990s, including sex discrimination and sexual harassment as well as the male-dominated atmosphere that exists in most workplaces (36 minutes).

Gender and Conflict Management (2008) explores the typical differences in conflict management between women and men in professional settings and provides models of responses that can help with better communications. (30 minutes).

Women Entrepreneurs: Making a Difference (1998) tells the stories of four women who have their own businesses. These women differ in ethnicity, culture, and age but all have overcome roadblocks to be entrepreneurs (25 minutes).

Crossing the Line: Sexual Harassment and How to Confront It (2005) defines sexual harassment and offers suggestions for dealing with cases of harassment. This video includes information on law that affects harassment in the schools and in the workplace and how to deal with these situations (24 minutes).

What Is Sexual Harassment? (2000) explains sexual harassment and offers suggestions for dealing with cases of harassment. This video includes information on law that affects harassment in the schools and in the workplace (23 minutes).
Disclosure was a popular movie that portrayed a female corporate executive who sexually harasses one of her subordinates. This movie presents a fictional version of harassment, which is open to critique.

Chapter 13. Women: Health and Fitness

The Tougher Sex: Gender and Longevity (1997) examines the gender gap in life expectancy, looking across cultures and even across species for answers.

Gender Biology: Men and Women Really Are Different (1998) focuses on the physiological differences between women and men. This video concentrates on how these differences affect health and health care, including a presentation of the Women's Health Initiative. (22 minutes).

Cultural Diversity and Healthcare (2006) considers the impact of many factors that have an impact on healthcare, including gender, socioeconomic level, disability, and ethnicity. (20 minutes).

Wisdom of the Heart: Women and Heart Disease presents information to counteract the myth that women do not get heart disease and shows the diagnostic biases that occur when they do. (1997, 58 minutes).

Body Image for Boys (2002) presents information about the increasing number of young men who have become obsessed with body, diet, and appearance. (18 minutes).

Slim Hopes (1995) presents an analysis of advertising and the presentation of slimness as the only alternative for attractiveness. This video prompts a consideration of media influence on women's body image. (30 minutes).

Battling Eating Disorders (2006) provides information to identify the symptoms of anorexia, bulimia, and binge eating and emphasizes how serious these disorders are and how critical treatment is in recovery. (29 minutes).

Recovering Bodies (1997) examines eating disorders, including the pressures to be thin, the process developing an eating disorder, and the hope of recovery. (34 minutes).

Stress Hurts! A Wake-Up Call for Women is based on an ABC news report featuring Dr. Nancy Snyderman. This report examines the stress response in women. Although the program includes many of the situational differences that are common in the lives of women and men, the orientation is biological/hormonal rather than situational. (2001, 42 minutes).

Chapter 14. Women, Stress, Coping and Psychopathology

Depression: Beating the Blues (1999) presents depression as the leading cause of disability in the United States and examines several treatment options. (23 minutes).

When the Blues Won't Go Away: Women and Depression examines the disproportionate number of women who experience depression and some hopeful information about treatment. (28 minutes).
Men Get Depression (2007) presents stories of men who suffer from depression and examines the difficulties in recognizing depression in men and the options for treatment. (60 minutes).

Lives Together, Worlds Apart: Men and Women in a Time of Change (2000) examines the risks that women face through violence and poverty in both industrialized and third-world countries. This video also presents some programs aimed at remedies. (57 minutes)

Chapter 15. Women and Treatment for Mental Disorders


Feminist Therapy with Lenore Walker (1998) also features a feminist counseling session, but this one includes Lenore Walker, one of the pioneers of feminist therapy. (100 minutes).

Feminist Therapy over Time (2009) presents a series of therapy sessions with Laura Brown, a pioneer and proponent of feminist therapy. (300 minutes total).

Gender and Diversity: A Female and Male Perspective (2001) features two counselors who take different approaches to the topics of gender and class in the process of counseling. (60 minutes).

Chapter 16. Women: How Different

Gender (2002) is a program that examines how society’s expectations influence behaviors related to gender. The emphasis in this video is on gender as a social phenomenon, and this program explores gender inequality, gender stratification, and the difference between sex and gender. (30 minutes).

Why Women Count Video Clip Collection (2008) shows efforts of women across the world, divided into three geographical regions. One set of clips focuses on Western Europe, Central Europe, Commonwealth of Independent States and Asia (82 min.), another of Africa, Middle East, and South Asia (80 min.), and a third on Southeast Asia, Pacific, Caribbean, and Latin America (56 minutes).
Resources for you

Mentoring Centre -http://www.sciencessociales.uottawa.ca/mentor/fra/

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre -http://www.sass.uottawa.ca/writing/

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services -http://www.sass.uottawa.ca/careers/

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service-http://www.sass.uottawa.ca/personal/

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Access Service -http://www.sass.uottawa.ca/acces/

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.


The Student Resources Centres aim to fulfill all sorts of students’ needs.
14 Academic fraud

(Approved by the Senate on November 24, 2014 and effective immediately.)

REGULATION ON ACADEMIC FRAUD

Preamble

Academic integrity is a fundamental value at the core of all academic activities. The regulation on academic fraud defines the acts that can compromise academic integrity, and outlines the consequences of such acts and the formal disciplinary procedures in place. Further information on academic integrity is available in the University of Ottawa’s Academic Integrity Student Guide.

Beyond educational measures that professors may take, the University of Ottawa has two processes in place for handling cases of academic fraud — the regular process and the accelerated process.

The University is committed to upholding the integrity of the process for handling academic fraud (PDF). Disclosure of the identity of any student accused of academic fraud or the person(s) alleging academic fraud is limited by the Freedom of Information and Protection of Privacy Act (FIPPA). Only the results of the investigation can be disclosed to the person who submitted an allegation of academic fraud.

Definition

1. Any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:

a) plagiarising or cheating in any way;

b) submitting work not partially or fully the student’s own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is in written, oral or another form;

c) presenting research data that are forged, falsified or fabricated.

d) attributing a statement of fact or reference to a fabricated source;

e) submitting the same work or a large part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;

f) falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;

g) taking any action aimed at falsifying an academic evaluation.

Sanctions

Note: For cases involving graduate courses, the following sanctions are imposed by the Faculty of Graduate and Postdoctoral Studies (FGPS).

2. Students who commit or attempt to commit academic fraud, or who are a party to academic fraud, are subject to one or more of the sanctions below. All sanctions are effective immediately, notwithstanding an appeal. If a student withdraws from a course following an allegation of fraud filed against the student, the University may re-register the student in the course in question.

Sanctions stipulated in sections 2(a) to 2(f) inclusively, are imposed by the faculty offering the course. Sanctions should be accompanied by a follow-up mechanism, such as mandatory meetings with appropriate
persons or services, e.g. the mentoring centre, the Academic Writing Help Centre (AWHC), etc.

a) a written warning;

b) zero for part of the work in question;

c) zero for the work in question;

d) zero for the work in question and the loss of additional marks for the course in question;

e) zero for the work in question, with a final grade no higher than the passing grade for the course in question;

f) an F grade for the course in question.

Sanctions stipulated in sections 2(g) to 2(i) inclusively are imposed by the faculty offering the course, after consulting with the student’s home faculty.

g) the addition of another 3 to 30 credits to the student’s program requirements or to the requirements of any program at the same level in which the student subsequently registers.

h) suspension of a University of Ottawa or faculty scholarship for a specified period;

i) the loss of any faculty or University scholarship opportunity;

Sanctions stipulated in sections 2(j) to 2(n) inclusively are imposed by the Senate Appeals Committee upon recommendation of the student’s home faculty. The decision of the Senate Appeals Committee takes effect immediately.

j) suspension from the University for a maximum of two years. No course taken at the University of Ottawa or elsewhere during the suspension period will be recognized by the University and no tuition fees will be refunded. Once the suspension ends, the student can re-register in the program and is subject to the program requirements in place at that time.

k) inclusion of a permanent statement on the student’s official transcript: Sanction pursuant to contravention of the University regulation on fraud.

l) expulsion from the University of Ottawa and permanent statement on the student’s official transcript indicating the student was expelled from the University for committing academic fraud. Three years following the date of expulsion, the student is eligible to make a request to the Senate Appeals Committee to have the expulsion set aside, including the possibility, where applicable, of having the mention removed from the student’s transcript. If the student reapplies to the University of Ottawa, the regular admission process applies.

m) cancellation or revocation of a degree, diploma or certificate conferred prior to the University becoming aware of academic fraud;

n) any other sanction considered appropriate for the circumstances.

Procedures

3. Allegations of fraud in an undergraduate course must be submitted in writing with supporting documentation, to the dean of the faculty offering the course in question; allegations of fraud in a graduate course are handled by the dean of the Faculty of Graduate and Postdoctoral Studies (FGPS).

4. Within ten (10) working days of receiving an allegation of academic fraud, the dean or the dean’s representative decides whether there are reasonable and probable grounds to believe that the allegation is founded, indicate the process for which the student is eligible and begin this process. The dean or the
dean’s representative:

a) informs the student in writing of the allegation made and provides a copy of all supporting documentation; if the allegation involves an examination, the student has the right to consult the exam in question at the faculty, in a diligent manner.

b) provides a copy of the present regulation;

c) The student has five (5) working days to provide a response. If the student does not reply, the regular process is started.

**Accelerated process**

By agreeing to the accelerated process, the student acknowledges having contravened the academic regulations and accepts that one or more sanctions will be imposed.

Sanctions possible are those indicated in sections 2(a) to 2(g).

5. A student alleged to have committed academic fraud is eligible for the accelerated process except in allegations involving:

a) a repeat offence;

b) an allegation serious enough to merit any of the sanctions indicated in sections 2(h) to 2(n);

c) more than one student.

6. A meeting is arranged between the person in charge of handling the accelerated process for academic fraud cases and the student as soon as possible. The purpose of the meeting is to discuss the situation, determine the sanction(s) to be imposed and sign an agreement whereby the student acknowledges having committed a contravention, of the academic regulation and accepts the imposed sanction(s) listed.

At this meeting, the student has the right to be accompanied by a person of their choice. The person accompanying the student is there to provide support and can, therefore, assist the student during the meeting keeping in mind that the exchange is, first and foremost, between the faculty and the student. The person in charge of handling the accelerated process for cases of academic fraud can also be accompanied during the meeting. In advance of the meeting, each party must provide the other party with the name of any accompanying person.

The student has two (2) working days after the meeting to sign and return the agreement to the person responsible for the accelerated process.

7. Within five (5) working days, the person in charge of the accelerated process forwards the decision reached during the accelerated process along with details of the sanction(s) imposed to the professor of the course in which the allegation of fraud was made and to the director of the academic unit involved.

8. The accelerated process for an allegation of academic fraud should be completed within fifteen (15) working days of the date the allegation is made.

9. The student can decide to stop the accelerated process at any time prior to signing an agreement, in which case the regular process is followed.

10. The person in charge of the accelerated process can also end the process if it is unlikely an agreement can be reached, for example in the following situations:
    * The student does not reply to emails or return phone calls or tries to unduly prolong the process.
    * The student refuses to acknowledge having committed academic fraud.
    * The student refuses to accept the sanction.
    * The student does not attend the meeting.
11. If the regular process is subsequently initiated:

* All information disclosed by a student during the accelerated process is considered confidential and is not to be disclosed during the regular process.
* The fact that the accelerated process was used or that the student had considered it cannot be disclosed to the inquiry committee established under the regular process.
* No person (other than the student) involved in the accelerated process can be a member of the inquiry committee established under the regular process, unless the student has agreed.

Regular process

12. If the student is not eligible for the accelerated process or chooses the regular process, or if the accelerated process was abandoned, within five (5) working days of receiving the student’s reply, the dean or the dean’s representative forwards the file to an inquiry committee composed of at least three individuals, appointed by the dean. The dean or the dean’s representative is not eligible to sit on the committee.

In a case involving a student in a program offered by more than one faculty (e.g., joint, integrated), the dean can ask a representative of the faculty or faculties in question to sit on the committee.

In a case involving a student from another faculty, the dean can ask a representative from the other faculty to sit on the committee.

13. The inquiry committee:

a) asks the student to submit in writing, within ten (10) working days, all information and documents relevant to the allegation and asks the student to appear before the committee. The student can be accompanied by a person of their choice when appearing before the committee (in cases of alleged fraud involving more than one student, the accompanying person cannot be one of the other students involved in the case). The person accompanying the student is there to provide support and can, therefore, assist the student during the meeting, keeping in mind that the exchange is, first and foremost, between the faculty and the student.

b) requests any other information it considers relevant.

c) Once the student has been given the opportunity to be heard in writing and/or in person, the inquiry committee can conclude that the allegation is not sufficiently founded, in which case no further action is to be taken or that the allegation is founded, in which case it has five (5) working days from the date of the meeting to submit a report to the dean, including a recommendation for the appropriate sanction(s).

14. Within five (5) working days of receiving the inquiry committee’s report, the dean or the dean’s representative sends a copy of the report to the student. The dean informs the student that the student has the right to submit written comments to the committee’s report, particularly with respect to any sanctions being imposed, within ten (10) working days.

15. The committee’s report and, if applicable, the student’s written comments are submitted to the faculty’s executive committee (or its equivalent). Any new evidence provided by the student should be submitted to the inquiry committee. The executive committee makes a decision on the sanction(s) (in the case of sanctions that can be imposed by the faculty) or recommends sanction(s) to the Senate Appeals Committee (in the case of sanctions that can be imposed by the Senate Appeals Committee).

16. In the case of sanctions that can be imposed by the faculty, the decision of the faculty’s executive committee, or equivalent, takes effect immediately, notwithstanding an appeal.

17. Within five (5) working days following the decision of the faculty’s executive committee, the dean or the dean’s representative informs the student in writing of the executive committee’s decision or recommendation and provides details of the appeal procedure.

Appeal
Accelerated process

18. A student wishing to file an appeal after having signed the agreement must submit the appeal to the Senate Appeals Committee within ten (10) working days of having signed the agreement. Under the accelerated process, an appeal can be launched only in cases of procedural error.

Regular process

19. A student who decides to appeal the decision of faculty’s executive committee (or its equivalent) or its recommendation to the Senate Appeals Committee, must inform the Office of the Vice-President, Governance and provide the reasons for the appeal in writing, within ten (10) working days of being notified of the executive committee’s decision or recommendation.

The Senate Appeals Committee procedure is posted here.

The decision of the Senate Appeals Committee is final and cannot be appealed.

Cases involving multiple students

20. When the allegation of fraud involves several students from different faculties, the case is submitted to the faculty that offers the course, in accordance with the procedure set out in this regulation. At the graduate level, allegations of academic fraud are submitted to the dean of the FGPS.

21. Cases involving more than one student registered in a course offered by more than one faculty, including courses offered at both undergraduate and graduate level (cross-listed courses), are submitted to the deans responsible for the courses in question. If the allegation is deemed to be founded, the deans will strike a joint inquiry committee.