

**PSY 362, Psychology of Sex & Gender** (3 credits)  
Summer 2018

Rutgers University  
Department of Psychology

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**COURSE OVERVIEW:** This course examines biopsychosocial theories of sex differences and conceptions of gender. Topics include: history & theoretical perspectives on gender, differentiation of sex versus gender, gender similarities, conformity, stereotypes, social roles, masculinity, sexism, feminism, media influence, body image, beauty standards, sex, romance, cognition, emotion, communication and health.

**COURSE FORMAT:** We will meet twice a week from 1-5pm. During this time, you can expect to have a lecture, a break, and a discussion session. Your grade in the class will consist of: 3 tests, participation, assignments and a final presentation. It is very important that complete the reading/assignment assigned for each class meeting as we will be using these readings/assignments to further our knowledge the psychology of sex and gender. After the lecture portion of each class we will discuss one or more readings/assignments. Exams will be made from lecture material. Additional assignments/required readings will also be included as questions in your exams. Because you will be responsible for knowing theory and research not covered in the reading material, it is very important to attend every class to do well in the course. Be sure to get notes from a classmate if you miss a class.

**COURSE WEBSITE** Available on Sakai. If you are properly registered, you should have access.

**GRADING POLICY**

1. Exams	70%
2. Participation & Attendance	10%
3. Presentations	10%
4. Assignments	10%

A = 90-100%	
B+ = 87-89%	C = 70-76%
B = 80-86%	D = 60-69%
C+ = 77-79%	F = Below 60

**TESTS:** 70% of your final grade

I will give three tests based on your reading and material covered in class. Tests are closed notes. More information will be provided prior to each exam.

**PARTICIPATION AND ATTENDANCE:** 10% of your final grade

Attendance and class participation are important for a class of this nature. Attendance will be taken at the start of class. Arriving more than 20 minutes late will count as an absence. Attendance will be graded as follows: in total we have 12 meetings. If you attend 11 or more of these meetings you will receive the full attendance grade. In other words, you have 1 absence before they start impacting your grade. If you miss more than 1 meeting your attendance grade will simply be the number of times you attended divided by the total number of meetings. For example, if you miss 4 class meetings your attendance grade will be:  $8/12 = 67\%$ . If you have an illness, religious observance or unexpected emergency, you can excuse your absence by getting a written note from your dean.

**PRESENTATIONS:** 10% of your final grade

Choose a topic related to Sex & Gender that interests you. You will give a 7-minute presentation on this topic. Use peer-reviewed articles (at least 5) as references. Presentations will occur during the last week of class. A rubric will be provided.

**ASSIGNMENTS:** 10% of your final grade

Assignments will be assigned weekly and will be used to foster in class discussion. Assignments may be opinion based, summary based, or on other material that will encourage class discussion.

**READINGS:** There is NO textbook for this course, instead readings will be assigned. Readings will be posted on Sakai. Required readings are included in the exam content and will be discussed on the class date that they are due. Extra readings are for those who are interested in that course topic who want a deeper dive into the material. You are always welcome to ask questions about the extra readings via email. Extra readings may be helpful for finding your final presentation idea.

**LATE POLICY & MAKE UP POLICY:** Late work will not be accepted. I do not allow make-up exams unless an extreme circumstance occurs and the student is able to get an excused absence from the Dean of Students office. No exceptions.

**CHEATING & PLAGIARISM:** I will not tolerate plagiarism or cheating without exception. **A first offense will be reported on your college record and will result in the failure of the class. Consider this your warning.** All work that students turn in must be their own work. Students *should not* work collaboratively on assignments without prior approval from the instructor. Any outside sources (including help from other people) must be appropriately referenced in all written work. Turning in someone else's work as your own is completely unacceptable. This includes downloading information from the web and pasting or copying it into your paper. I routinely check Google, Wikipedia and other popular websites to check for plagiarism. Additionally, I require that your paper be turned in as electronic copies so that I can check for plagiarism by matching content to information on the web. Any student who plagiarizes will, *at the very least*, receive a failing grade for the course. More severe consequences (e.g., expulsion) are also possible. More about academic integrity can be found at: <http://ctaar.rutgers.edu/integrity/policy.html>.

**DISABILITY SERVICES:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Schedule (subject to change)

<b>Date</b>	<b>Topic(s)</b>	<b>Assignment</b>	<b>Reading</b>
Tuesday, May 29 <sup>th</sup>	Sex vs Gender; Gender Theories	#1 Pre-class Quiz	Helgeson, Chapter 5
Thursday, May 31 <sup>st</sup>	Gender Stereotypes; Gender Conformity and Prescriptions; Thinking about Research	#2 Gender Deviant Activity	Helgeson, Chapter 3
Tuesday, June 5 <sup>th</sup>	Work- Family Divide; Essentialism; Backlash <b>Exam 1 Review</b>	#3 Writing a Research Summary	Fetterolf & Rudman, 2014 Rudman & Glick, 2001; Moss-Racusin et al., 2010
Thursday, June 7 <sup>th</sup>	<b>EXAM 1</b> Sexism; Feminism		Glick & Fiske, 1996
Tuesday, June 12 <sup>th</sup>	Media; Sex and Romance  Movie: Misrepresentation	#4 Media Search Assignment	Seabook et al., 2017; Baumeister et al., 2017; Helgeson, Chapter 9 select pages
Thursday June 14 <sup>th</sup>	Gender Differences <b>Exam 2 Review</b>	#5 Measurement Assignment	Hyde, 2005 Helgeson, Chapter 4 select pages
Tuesday, June 19 <sup>th</sup>	<b>EXAM 2</b> Cognition and Emotion		Murphy, Steele, & Gross, 2007.
Thursday, June 21 <sup>st</sup>	Harassment, Aggression, Violence; Tough Guise & Masculinity	#6 Male Role Search	Vandello & Bosson, 2012
Tuesday, June 26 <sup>th</sup>	Gender and Health <b>Exam 3 Review</b>	#7 Find it yourself: Research Study	Hegelson 2015 pg. 527-
Thursday, June 28 <sup>th</sup>	<b>EXAM 3 ONLINE</b>		
Monday, July 3 <sup>rd</sup>	Presentation Workshop		
Thursday, July 5 <sup>th</sup>	<b>Presentations</b>		

## Assigned Readings by Topic

### Sex vs Gender; Gender Theories

Helgeson, V. (2015). *Psychology of gender*. Psychology Press. Chapter 5.

### Gender Stereotypes; Gender Conformity

Helgeson, V. (2015). *Psychology of gender*. Psychology Press. Chapter 3.

### Work- Family Divide; Essentialism; Backlash

Fetterolf, J. C., & Rudman, L. A. (2014). Gender inequality in the home: The role of relative income, support for traditional gender roles, and perceived entitlement. *Gender Issues*, 31(3-4), 219-237.

Moss-Racusin, C. A., Phelan, J. E., & Rudman, L. A. (2010). When men break the gender rules: Status incongruity and backlash against modest men. *Psychology of Men & Masculinity*, 11(2), 140-151.

Rudman, L. A., & Glick, P. (2001). Prescriptive gender stereotypes and backlash toward agentic women. *Journal of Social Issues*, 57(4), 743-762.

### Sexism; Feminism

Glick, P., & Fiske, S. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism, 70(3), 491-512.

### Media; Sex and Romance

Seabrook, R. C., Ward, L. M., Cortina, L. M., Giaccardi, S., & Lippman, J. R. (2017). Girl power or powerless girl? Television, sexual scripts, and sexual agency in sexually active young women. *Psychology of Women Quarterly*, 41(2), 240-253.

Baumeister, R. F., Reynolds, T., Winegard, B., & Vohs, K. D. (2017). Competing for love: Applying sexual economics theory to mating contests.

Helgeson, V. (2015). *Psychology of gender*. Psychology Press. Chapter 9.

### Gender Differences

Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581-592.

Helgeson, V. (2015). *Psychology of gender*. Psychology Press. Chapter 4.

### Cognition and Emotion

Murphy, M., Steele, C. M., & Gross, J. J. (2007). Signaling threat: How situational cues affect women in Math, Science, and Engineering settings. *Psychological Science*, 18(10) 879-885.

### Harassment, Aggression, Violence; Tough Guise & Masculinity

Vandello, J. A., & Bosson, J. K. (2013). Hard won and easily lost: A review and synthesis of theory and research on precarious manhood. *Psychology of Men & Masculinity*, 14(2), 101-111

### Gender and Health

Helgeson, V.S. (2012). Gender and health: A social psychological perspective. In A. Baum, T. A., Revenson, & J.E. Singer (Eds). *Handbook of Health Psychology*, 2nd edition (pp. 519-537). New York: Psychology Press.