

Updated 5/27/20

PSY 362, Psychology of Sex & Gender (3 credits)
Summer 2020

Rutgers University
Department of Psychology

Instructor: Rebecca Cipollina

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Office Hours: by appointment via WebEx meeting

COURSE OVERVIEW: This course examines biopsychosocial theories of sex differences and conceptions of gender. We will discuss theoretical perspectives on gender, the differentiation of sex versus gender, gender similarities, conformity, stereotypes, social roles, masculinity, sexism, feminism, media influence, sexual satisfaction, emotion, communication, and health. By the end of this course I hope that my students think differently about gender related issues in society and learn how to critically examine research related to sex and gender.

COURSE FORMAT: This class traditionally met two times a week from 1-4:40pm. In moving to an online format, you can still expect to spend at least that much time (about 7 hours) a week engaging with course content. My plan is to record class presentations and post them a week early which will give students ample time to watch the lectures when they have time for them. There will be assignments and class discussions on course content which will count towards participation grades alongside lecture quizzes (detailed below). Your grade in the class will consist of 3 tests, participation/virtual attendance, assignments, and a final presentation.

Exams will be made primarily from the 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 virtual class to do well in the course. Luckily, you will not have to get notes from a classmate if you miss class as all course content will be recorded and available to you at any time. I expect students to complete all assignments when (or before) they are due. Given the current circumstances, I provide a lot of time for assignments to be completed before their due date. Due dates will still be enforced.

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

LECTURES All lectures are posted on the "media gallery" on Sakai.

GRADING POLICY

1. Online Exams (3)	60%
2. Assignments (6)	15%
3. Participation & Attendance	15%
4. Powerpoint Final Presentation	10%

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

TESTS: 60% of your final grade

I will give three tests based on your reading and material covered in virtual classes. Tests will be completed online. While you may use your notes to complete tests, the questions will often require you to apply the course content as opposed to reiterate definitions from course content. I will provide jeopardy style review PowerPoints which you can complete to study for each exam. Tests will consist mostly of multiple-choice questions.

ASSIGNMENTS: 15% of your final grade

Assignments will be assigned weekly and will be used to foster virtual discussion and engagement in course material. Assignments may be opinion based, summary based, or on other material that will the development of your final presentation. If you are reading this, I encourage you to send me a meme or video (via email) that you think is about gender which could add to the planned class material. I will likely incorporate it into the class and boost your participation grade by a margin. Assignments will have grading criteria which will be discussed before assignments are due.

FINAL PRESENTATIONS: 10% of your final grade

Choose a topic related to Psychology of 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 be given virtually using PowerPoint. Students will audio record themselves giving their presentation. Guidelines and examples are posted under resources. You will be asked to post your presentation and comment on a few other students presentations as part of your final presentation grade.

PARTICIPATION AND ATTENDANCE: 15% of your final grade

Attendance and class participation are important for a class of this nature. Attendance in will be taken via quizzes which should be completed after watching each lecture. The quizzes are within the tests and quizzes tool on Sakai. They consist of a few short questions about the lecture. Grades on the lecture content quizzes will not influence your grade but will help comprehension of the course content and will count as attendance. Lecture quizzes must be completed by 6/29 (day of last exam). Participation grade will be calculated via discussion forum posts (see forum tool on Sakai) where you will post something and comment on another student's post 3 times throughout the

semester (due dates for participation are listed on syllabus schedule). Your participation and attendance grade will be computed by combining your participation on discussion boards and attendance completing lecture quizzes.

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 often will be discussed on the class date that they are due. I will provide a list of extra readings are for those who are interested in that course topic who want a deeper dive into the material. These extra readings may help with your final project topic. You are always welcome to ask questions about the extra readings via email.

LATE POLICY & MAKEUP 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.

MY AIMS AND CLASS CONDUCT: As your professor in this course I have three goals: 1) I aim to expose you to psychological literature and methods to develop your understanding of current theories on the psychology of gender, 2) I hope to foster a climate within the (virtual) classroom where students of diverse backgrounds and identities feel comfortable sharing their opinion on and experience with varied topics throughout the class, and lastly, 3) I seek to develop my course, myself, and the progress of research in this area by taking into account the opinions and perspective of students within my classes. I humbly acknowledge that we **all** come from different backgrounds and that we **all** can learn to be more understanding and well-versed on issues that do not directly affect us through providing a welcoming environment for all to discuss their experiences. With that being said, I intend for all class materials and activities to be respectful to all in the class. If any students feel uncomfortable with course content, I encourage them to let me know. Your suggestions and feedback are always appreciated.

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. 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: 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 me and discuss the accommodations you need 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>

***Syllabus Subject to Change with the Notice of the Instructor**

<p>Week 1 (5/26 - 5/31): Sex vs Gender (lecture 1); Gender Theories (lecture 2) Assigned Reading(s): 1) Hegelson (2005) Chapter 5</p>	
Optional: 1) Complete Pre-Class Survey Early	Due: 5/31 1) Complete Pre-Class Survey (Assignment #1)
<p>Week 2 (6/1 - 6/7): Stereotypes, Rules, and Socialization (lectures 3 and 4) Assigned Reading(s): 1) Hegelson (2005) Chapter 3; 2) Murphy, Steele, & Gross, 2007</p>	
Optional: Complete Exam 1 Review Jeopardy	Due: 6/7 1) Publish Gender Deviant Activity (Assignment #2) 2) Comment on another student's assignment
<p>Week 3 (6/8 - 6/14): Exam 1, Sexism and Backlash (lecture 5), Work & Family Dynamics (lecture 6) Assigned Reading(s): 1) Glick and Fiske, 1997; 2) Rudman & Glick, 2001 3) Moss-Racusin et al., 2010</p>	
EXAM 1: COMPLETE BY END OF DAY 6/8 (Exam on Lectures 1-4 and associated readings)	Due: 6/14 1) Research Summary (Assignment #3) 2) Publish a media character post 3) Comment on another student's media post

Week 4 (6/15 -6/21): Media (lecture 7), Masculinity (lecture 8), Exam 2, Gender Differences (lecture 9)

Assigned Reading(s) Towards Exam 2: 1) Seabrook et al., 2018

Assigned Reading(s) Towards Exam 3: 1) Hyde (2005); 2) Chapter 4 start to page 120;

Optional: Complete Exam 2
Review Jeopardy

Due 6/17 1) Documentary Segment
Write up (Assignment #4)

**EXAM 2: COMPLETE BY END OF DAY
Wednesday, 6/19**

Due 6/21 2) Final Presentation Idea
(Assignment #5)

(Exam on lectures 5-8 and associated readings)

Week 5 (6/22 - 6/28): Aggression, Harassment (lecture 10), Health (lecture 11), Sex and Romance + (lecture 12)

Assigned Reading(s): 1) Vandello & Bosson, 2012; 2) Hegelson Health pages 527- ; 3) Chapter 9 Sex and Romance pgs 296-306

Optional (unless otherwise requested)
Revised Presentation Aims
Exam 3 Jeopardy Review

Due: 6/28
1) Interview Assignment (Assignment # 6)
2) Post a reflection of something that surprised you about this week's content
3) comment on another student's post

Week 6 (6/29- 7/3): Exam 3 and Final Presentations

EXAM 3: COMPLETE BY END OF DAY 6/29
(Exam on lectures 9-12 and associated readings)

June 29th

Last day to complete attendance quizzes

Due: 7/3 @ midnight

Post Final Presentation

Due: 7/5 @ midnight

Comment on 2 Students' Presentations

This video

(https://rutgers.mediaspace.kaltura.com/media/KalturaA+Using+Kaltura+As+A+Student/1_71to_dbhq/80990281) has helpful tips about using Kaltura, including how to make recordings yourself, which you may like to use for your final presentation.

Reading List

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.

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.

Sexism and Backlash

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

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

Work- Family Divide;

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.

Media

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.

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. **start to pg. 120**

Masculinity & Precarious Manhood.

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. *Read risk taking and aggression sections

Sex and Romance

Helgeson, V. (2015). *Psychology of gender*. Psychology Press. Chapter 9. *characteristics in a mate pg. 296- 306,

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.

**Read starting on page 526 (where it says social roles) to end*