

The Psychology of Sex and Gender Spring 2022 - Asynchronous

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Pre-Requisite: Psychology 101 (Introductory Psychology)

Course description: This course examines social psychological theories and research on how gender shapes self-conceptions and social interactions across many domains. Topics include evolutionary versus cultural accounts of gender differences, how and why attitudes toward the other gender are ambivalent, and the ways in which even positive female stereotypes tend to uphold the gender status quo. We consider how sex stereotypes become “gender rules” that result in backlash against atypical people, and we examine how gendered attitudes play out in the workplace and in romantic relationships. Throughout, we ponder the prospects for continued progress in sexual and gender equality, including whether lasting change in gender roles, stereotypes, and hierarchy is on the horizon, stalled, or sliding backwards.

Goals: To provide an engaging, integrative, and broad overview of gender-related theory and research that can help students to understand the complex cross-currents underlying modern day gender relations and incorporate gender into their own areas of research interest.

Canvas: The course has a dedicated Canvas site. All registered students should be automatically added to the site. Please contact me if this is not the case. This site contains all of the required resources for the course. Also, Canvas will be used for announcements and other class communications.

Readings:

Rudman, L. A., & Glick, P. (2021). *The social psychology of gender: How power and intimacy shape gender relations*. Second Edition. New York: Guilford Press.
ISBN: 978-1-4625-4679-4

Your text and outside readings are provided for free at Canvas under the Pages menu.

Class Format:

Lectures are posted on YouTube. Follow the links provided on Canvas and watch them before each written assignment is due on Fridays by 5:00 PM. I will hold voluntary weekly office hours on Wednesdays from 5:00-6:00 on Zoom to discuss assignments. Occasionally I will instead post a link to a film on the syllabus, which we can discuss the following week. I will email you a Canvas course announcement with a link to each Zoom meeting. Email me to request a separate Zoom meeting at your convenience for any reason.

Academic Integrity

All students are required to comply with the University’s Academic Integrity Policy, as presented at <http://academicintegrity.rutgers.edu>. Plagiarism will be treated in accordance with University Policy.

Course Evaluation. There are no exams. Grades are based on 8 written assignments and a final paper. Follow the instructions for each assignment, and be sure to weave course concepts into your essays to show me you've been watching lectures and doing the assigned reading. For all written assignments, use double spacing and only APA-approved font (12-point Times New Roman). Watch Lecture 1 and see the rubric at the end of the syllabus for grading criteria.

Final paper. Submit it using Canvas no later than 5 pm on **Friday, May 6th** (early papers welcome). This assignment requires you to choose a text from a list provided, or clear your selection with me. High scorers integrate the material from your chosen text with the concepts learned from the course (just as you've been practicing all semester) in a glorified book report. Aim for 6-10 double-spaced pages including a title page and a references page with at least 3 citations. Last page of syllabus has details.

Grading policies: Total points possible = 140. Extra credit is not an option. There are 8 Assignments worth 10 points each, and a final paper worth 60 points. Grades are based on percentage (not a curve), so everyone in the class can earn an A. The percentages (and total points) needed for your final grade are as follows: **90%=A (126), 85% = B+ (119), 80% =B (112), 75% = C+ (105), 70%=C (98), 55% = D (77).**

Course Schedule

Assignments Topic

Readings

INTRODUCTION

Week 1 (Jan 18-21)

Lecture 1 Link:

Rudman & Glick: Ch. 1

<https://www.youtube.com/watch?v=ohYFd27O0nE>

Jan 19th: Optional Zoom meeting 5-6PM to discuss Lecture 1 (course overview)

GENDER BELIEFS

Week 2 (Jan 24-28)

Lecture 2 Link:

Buss (1995); Hyde (2005)

<https://www.youtube.com/watch?v=PcgMFkTbX-g&list=PLZlxzsqijTV5EFDjWApCwvYkZpMYwYsp7>

Exercise 1: Gender Role Interview due Jan 26th by 5 PM (optional Zoom meeting 5-6PM)

GENDER ATTITUDES

Week 3 (Jan 31-Feb 4)

Lecture 3 Link:

Rudman & Glick: Ch. 2-3

https://www.youtube.com/watch?v=OPQnkefCCNs&list=PLZlxzsqijTV5zf7RigK_u9efVMKH5rW8f

Exercise 2: Gender Segregation due Feb 2nd by 5 PM (optional Zoom meeting 5-6PM)

Assignment before you watch Lecture 4: Visit <https://implicit.harvard.edu/implicit/> (or Google Project Implicit), click on “Go!” **next to Continue as a Guest**, click on I wish to proceed, and complete the Gender-Career IAT and the Gender-Science IAT. And take the awareness test here: <https://www.youtube.com/watch?v=0grANlx7y2E>

Assignments Topic	Readings
GENDER STEREOTYPES	Week 4 (Feb 7-11)
Lecture 4 Link:	Rudman & Glick: Ch. 4
	https://www.youtube.com/watch?v=HosyWCeC80A&list=PLZlxzsqjTV4myE0Fl_mWmGKPAvgf2UOI
Link to Film <i>Miss Representation</i> (also available on Prime Video):	
	https://www.njvid.net/show.php?pid=njcore:23040
	Click on login. That will prompt you to select your institution from the drop down menu (RUTGERS--The State University of New Jersey) and then log in with your net id and password.

GENDER STEREOTYPES	Week 5 (Feb 14-18)
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No Lecture	No Readings
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Exercise 3: Media Analysis due Feb 16th by 5 PM (optional Zoom meeting 5-6PM)

Exercise 4, due next Friday, is an analysis of how you felt and how others reacted either (A) while you committed a (mild) gender transgression in real time (e.g., over text message, on the phone, or if you are around people you can experiment on), or (B) when you, or someone you know, committed a gender transgression in the past. Use a fictional character if you prefer. For possible inspiration for (A), try watching these two short films:

"Girls Will Be Boys" - <http://www.youtube.com/watch?v=paNiEdFTvuA>

"Boys Will Be Girls" - <http://www.youtube.com/watch?v=gspaoaecNAg&feature=channel>

STEREOTYPE MAINTENANCE	Week 6 (Feb 21-25)
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Lecture 5 Link:	Rudman & Glick: Ch 5
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<https://www.youtube.com/watch?v=TeXSy8AHZD0&list=PLZlxzsqjTV60NMGdhcxhMYoiJp2LOvmT>

Exercise 4: Gender Transgression due Feb 23rd by 5 PM (optional Zoom meeting 5-6PM)

SEXUAL HARASSMENT	Week 7 (Feb 28-March 4)
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	Rudman & Glick: Ch 7
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Lecture 6 Link:	Optional: Rudman & Borgida (1995)
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<https://www.youtube.com/watch?v=A-8SUqtTuNs&list=PLZlxzsqjTV4ZkiRSVpSx-L4y4Tr5-dO4>

Link to Film *Tricked* (also available on Netflix) - you may have to set up an account (I had to):

<https://rutgers.kanopy.com/video/tricked-0>

Assignments Topic

Readings

THE SECOND SHIFT

Week 8 (March 7-11)

Lecture 7 Link:

Rudman & Glick: Ch. 6

<https://www.youtube.com/watch?v=lzRHKjCQAFM&list=PLZlxzsqijTV690kILnoQ5ICL9B6y6Guth>

Exercise 5: Personal Ads due March 9th by 5 PM (optional Zoom meeting 5-6PM)

SPRING BREAK

Week 9 (March 12-20)

LOVE & FEMINISM

Week 10 (March 21-25)

Lecture 8 Link:

Rudman & Glick: Ch. 8

Optional: Rudman & Fairchild (2007)

<https://www.youtube.com/watch?v=hoJu2l2WLM0&list=PLZlxzsqijTV7UyOXQ9PZDitKaxSUY7xr7>

Link to Film *Makers, Awakening* (all three episodes available on Amazon Prime):

<https://rutgers.kanopy.com/video/awakening-1>

SEX & MARRIAGE

Week 11 (March 28-April 1)

Lecture 9 Link:

Rudman & Glick: Ch. 9

<https://www.youtube.com/watch?v=bU1DFhWbfvM&list=PLZlxzsqijTV4HipLV28RIA7nYy42yX5G3>

Exercise 6: Defining Feminism due March 30th by 5 PM (optional Zoom meeting 5-6PM)

SEX & GENDER

Week 12 (April 4-8)

No Lecture

Baumeister & Twenge (2002)

Exercise 7: Sexual Double Standards due April 6th by 5 PM (optional Zoom meeting 5-6PM)

Assignments Topic**Readings**

SEX & GENDER**Week 13 (April 11-15)**

Lecture 10 Link:

Conley (2011)

<https://www.youtube.com/watch?v=ZwjtM05k1sI&list=PLZlxzsqujTV5nOHqOOZtHN9S0vJsdOh2d>**April 13th:** Optional Zoom meeting 5-6PM to discuss Lecture 10

MASCULINITY**Week 14 (April 18-22)**

No Lecture

Rudman & Glick: Ch. 10

Link to Film *The Mask You Live In* (also available on Prime Video):<https://rutgers.kanopy.com/video/mask-you-live>

GENDER & AGGRESSION**Week 15 (April 25-29)**

Lecture 11 Link:

Rudman & Glick: Ch. 11

https://www.youtube.com/watch?v=ESo8wWXjoe8&list=PLZlxzsqujTV6sED_wOJ14yBFKEKRuGAAU**Exercise 8: Gender & Aggression due April 27th by 5 PM** (optional Zoom meeting 5-6PM)

Friday, May 6th: FINAL PAPER DUE by 5:00 pm. Note: Early papers welcome!

Goal: Demonstrate that you can apply “gender lenses” to an independent reading by synthesizing it with concepts you've learned from the course. You've been practicing this skill with all your assignments. There is a list of suggested texts at the Canvas course site under Assignments, but you can choose your own if you clear it with me.

Style: Formal essay, but “APA format” not required. Do cite your references on a separate page in any format you like. Required: At least three references, one of which will be your chosen book; the other two can be your course textbook, other papers you read for the class, or even lecture slides. You can also cite material you found online, just be sure to include the link.

Mechanics: Double spaced, Times New Roman, 12-point font, 6-10 pages maximum.

Grading Rubric for Writing Assignments

	A	B	C	D/F
Purpose	Synthesizes course concepts into the assignment, showing mastery of lecture/readings	Synthesizes course concepts into the assignment but less mastery is shown	Mentions course concepts but without synthesizing them into the assignment	Course concepts are not mentioned or discussed
Organization	Well-planned and well-thought out. Includes introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a weak sense of organization.	No sense of organization
Research Foundation	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively.	Sources are well integrated and support the paper's claims.	Sources are not appropriate or integrated to support the paper's argument	Sources are missing, poor, or not well integrated.
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation	A few errors in grammar, spelling, syntax and punctuation, but not many	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation.	Continuous errors