

Psychology of Sex and Gender

Instructor: George Chavez

Office Hours: Tuesdays and Thursdays
2:30pm-3:30pm (*or by appointment*)

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Time & Place: Mondays-Thursdays 12:10pm-2:00pm, Tillett Hall 116

Course Description:

What is a man? What is a woman? Does one have to be one or the other? Can one be neither? The psychological study of sex and gender addresses the individuals for whom these questions are relevant. That is, everyone. In this course, you will be introduced to how individuals both categorize and identify in both “traditional” and “nonconformist” ways. You will also be asked to discuss the principle ways in which those individuals interact: Their relationships. Our course readings are grounded in research and theory, but its discussions are driven by your opinions and interest. The aim of this course is to do more than simply present information, but to build your engagement in the study of sex and gender.

Requirements:

- READ required readings for class
- ATTEND lectures/discussions
- COMPLETE weekly writing assignments
- WRITE the two short essay assignments throughout the course
- PARTICIPATE in online discussions

Textbooks and Readings

- Rudman, L. A., & Glick, P. (2008). *The Social Psychology of Gender*
- Other readings are posted on sakai

Course Disclaimers

- Topics of sexuality are a large part of this course. If such discussions make you uncomfortable, it may be best to *drop this course*.
- You are ***never*** required to share any personal experiences you may have with any topics covered in this course, but others may choose to do so. If another student shares personal information, *you are expected to treat it with respect and understanding*.
- Discussion is encouraged argument is not. You may disagree with some theories, research or opinions expressed in this course. Your thoughts are important and we want to hear them! But there is a difference between disagreement and disrespect.
- This course takes a progressive perspective on gender and sex, but strives not to be biased. Sex and gender are emotional, political, and controversial topics. Despite any opinions that may be expressed by the instructor, fellow students or in any materials, you are encouraged to form your own ideas

Classroom Rules

- Turn off cell phones!!
- You may use laptops, but only for taking notes or looking up relevant class materials. I decide and can clearly tell what is *relevant* and what is not. I can and will ban the use of laptops in class if I see your privileges abused. I reserve the right to “ask” you leave if you disrupt the class.
- Raise your hands before speaking unless otherwise instructed.

Grading

25%	Group points (Instructor assessed)
15%	Group participation (Peer assessed)
15%	Final Paper
10%	Online participation (Roughly 2 posts)
12%	Semi-Weekly writing assignments (4 short papers, 3 pts each)
23%	Attendance (23 classes, so 1 point each)

Group points: I will assess the performance of your group *as a whole* and assign a grade to all members of your group. You will all receive the *same grade* for this. Stellar group performance includes active participation and contribution to ALL group discussions.

Group participation: Your individual performance in the group will be anonymously partly assessed by your peers. You will do the same assessment for them. Individual assessments must be based on the degree of contribution given to group discussions. Such contribution does NOT need to be in agreement with your fellow group members. If you give someone else a low grade simply because they have differing opinions, you will instead find yourself the recipient of that grade. Similarly, try not to show favoritism to those who merely agree with you: “Yes men” (and women) don’t necessarily add to a discussion. And yes, you may assign more than one person the same grade—I am not asking you to rank members.

Final Paper: The details of the final paper will be specified later in the course. Briefly, your paper will include a critical analysis of the concepts reviewed in the course.

Online Participation: I will post 5 discussion questions/topics on sakai throughout the semester. You are required to post 2 *meaningful* responses throughout the semester. Your response can be however long you wish and you may respond more than once to one discussion point (though you only receive credit for one post per discussion). I encourage differences in opinion, nay, I demand it. A note on *meaningfulness*: I decide what is *meaningful*, no questions asked.

Semi-Weekly Writing Assignments: You will be assigned weekly writing assignments in which you will review and critique the readings. You are expected to write between ½ and 1 page, double spaced. I will take points off it is either shorter *or longer*. You can only receive credit if I believe your contribution has been *meaningful* and meets the correct format. This means that your points are relevant and reference the reading—proving that you have indeed read the assigned reading. No, you cannot turn this in late unless there are extreme circumstances (see **Late Assignments** below). Post your assignments to sakai. The grading criteria are as follows:

0: Not handed in; 1: Too short/long; 2: Correct format; 3: *Meaningful*.

Attendance: I will be taking attendance every lecture day. Every day you miss class is a percentage point lost. However, it is summer and I am not heartless. **If you notify me one week before you plan on being absent** I will assign you a short essay to turn in that will earn your 1 point back. If you do not notify me, all bets are off and you have lost that point. Despite notifying me, you are still responsible for getting lecture notes on your own. (Note: Your other group members may take points off of your grade if you end up being absent too often. Be warned.)

Other Issues

Questions about grades: If you have a question about your grade in the class, please come to me before the last two weeks of class. If you come in those last weeks, it will be far too late for you to do anything to improve your grade.

Plagiarism: Plagiarism in all forms—from print, internet, or friends: Don't do it. Cheating: Don't do it. You will fail the course. End of story. If you need a primer on university policy: <http://academicintegrity.rutgers.edu/integrity.shtml>

Missing Class & Catching Up: If you must miss class, you must have an appropriate note from either a doctor or dean (Do not try to fake these things. I will check them and you will, in addition to losing points, be very embarrassed). To catch up, you will need to get notes from other students.

Late Assignments: I will not accept late assignments unless there are extreme circumstances (being hospitalized with a doctor's note).

Disability Services: If you have a disability recognized by the Rutgers Disability Services office, or feel in any way that you may not be able to participate in class requirements because of mental, physical or emotional health issues, please let me know. I abide by the policies set forth by the Disability Services offices, and should you require accommodations will be happy to make them available to you.

How to read the syllabus

Headings: The black background headings (there are three) highlight the general issue for the next two weeks.

L: An L in the topic section indicates a lecture day. You are welcome to participate and ask questions during lecture, but you will not break into your groups.

D: A D in the topic section indicates a discussion day. This will usually involve an introductory class discussion, followed by a group discussion, and ending with presentation of group contributions/assignments.

Readings: You are expected to do all readings BEFORE the day they are assigned (with the exception of the first day). Readings that follow an (*Optional*) title are, as you might expect, optional. Readings that follow a (*Suggested*) are also optional, but are not posted on sakai. All other readings that are not in the book are posted on sakai.

Summer Schedule for Psychology of Sex and Gender

Week	Date	Topic	Reading
<u>Welcome Ladies & (Not so) Gentlemen</u>			
1	7/11	L/D Introductions Natural and Nurtural Group Development	Chapter 1: Understanding Gender
	7/12	L Belief and Teaching	Chapter 2: Dominance & Interdependence Hyde (2005): The gender similarities hypothesis
	7/13	D “What I’ve Been Told”: Gender Segregation	Chapter 4: Content & Origins (<i>Optional</i>) Buss (1995): Psychological sex differences
	7/14	L Role-Playing Games	Chapter 5: Descriptive & Prescriptive Stereotyping Hoffman (2011): Boys will be boys? Not in these families.
2	7/18	L He-Man Woman Haters	Chiarella (2009): What is a man? (<i>Optional</i>) Vandello, et al (2008): Precarious manhood
	7/19	D Doomed to Dominance? Forced Honor? Real Honor?	Vandello & Cohen (2003): Male honor and female fidelity
	7/20	L Female Virtue	Fey (2011): All girls must be everything DeWall, Altermatt, & Thompson (2005): Understanding the structure of stereotype of women
	7/21	D On Being “A Good Girl”	Ryan & Jetha (2010): On Mona Lisa’s mind

(*Optional*) Grabe & Hyde (2006):
 Ethnicity and body dissatisfaction
 among women

On Being Nonconformist, Natural, and Nurtural

3	7/25	L Moving Left of Center	Chapter 7: Obstacles to Gender Nonconformity Chapter 8: Sexism in the Workplace
	7/26	D The Powers that Be...	Foels & Pappas (2004): Learning and unlearning the myths we are taught
	7/27	L Crossing the "Line"	Van Meter (2010): Bold crossings of the gender line
	7/28	D "What I've Been Told": Fitting In or Caging Up?	Tharinger (2008): Maintaining the hegemonic masculinity
4	8/1	L Reason and Rhyme	(<i>Optional</i>) Bailey, Dunne, & Martin (2000): Genetic and environmental influences on sexual orientation
	8/2	D On the "Hypothetical Truth"	Haslam & Levy (2006): Essentialist beliefs about homosexuality
	8/3	L Beyond Good and Evil	Hancock & Greenspan (2010): Emergence and development of the psychological study of lesbian, gay, bisexual, and transgender issues
	8/4	D Change You Might Believe In	TBA

What We Talk About When We Talk About Love

5	8/8	L What is this <i>Love</i> ?	Chapter 9: Love and Romance
	8/9	D "What I've Been Told": A Fine Romance?	Pope (2010): The science of a happy marriage (<i>Suggested</i>) Carver (1981): What we talk about when we talk about love

	8/10	L Perceptions of Safe, Clean Love vs Dangerous, Dirty Sex	Chapter 10: Sex
	8/11	D Crossing the "Line" Again?	Oppenheimer (2011): Married, with infidelities
6	8/15	L Sexual Preference & Romantic Preference	Chivers, et al (2004): A sex difference in the specificity of sexual arousal (<i>Optional</i>) Finkel & Eastwick (2009): Arbitrary social norms influence sex differences in romantic selectivity
	8/16	D Freedom or Fetters? Chaos or Calm?	(<i>Optional</i>) Cole (2009): Intersectionality and research in psychology
			Big Five Due
	8/17	D Natural or Nurtural or Both or Neither? The Big Five (End) The <i>Future</i> of Sex and Gender	TBA