

Psychology of Sex & Gender

830:362:B6

Summer 2015

Instructor: Sara Manuel

Office: Tillett Hall 331

Office Hours: Thursdays 2-3pm, or by appointment

Contact Information: sara.manuel@rutgers.edu

Meeting Times: Monday & Wednesday, 6-10pm

Location: TIL 246

Course Department: Psychology

Credit hours: 3.0

Course Overview:

Gender influences many aspects of our lives. From our early development, to the social roles we enact, gender influences how we view and interact with the world around us. Designed for students who have previously taken General Psychology, this course examines the biological, psychological, and social perspectives and theories of sex differences and concepts of gender. Through lectures, in-class discussions, and student presentations we will cover topics including the history & theoretical perspectives of gender, gender differences & similarities, gender roles & stereotypes, the media & other institutional enforcers of gender roles, and masculinity & femininity.

Course Objectives:

By the end of the course, students will be able to...

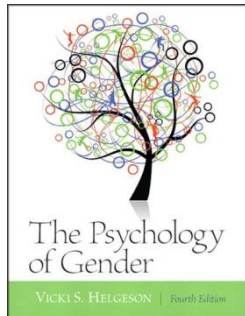
1. Understand and apply gender-related psychological theory and research.
2. Effectively identify, discuss, and analyze gender roles and stereotypes encountered in everyday life.
3. Think critically about gender beliefs and attitudes presented in the media, society, and research.
4. Successfully analyze and communicate social psychological research findings, theories, media depictions, and encounters in everyday life.

Prerequisites

General Psychology

Required Texts

Helgeson, V. S. (2012). *Psychology of Gender* (4th ed.). Pearson Education Inc.



Additional readings including empirical journal articles, review articles, and book chapters will be posted on Sakai.

Required readings:

All readings should be completed prior to the assigned class day. You should come to class prepared to discuss the readings. I encourage you to take notes as you read and bring any questions that you might have on the material to share with the class.

Course website:

If you are properly registered for the course, you have access to the course website through Sakai. There you will find copies of all slides, resources, and assignments. Lectures, assignment instructions, etc. will be posted before each class.

You are responsible for all the information contained in this syllabus and for all changes to the syllabus that I announce in class or post on Sakai. It is important to note that the syllabus is subject to change, so please consistently check the syllabus on Sakai so that you are aware of these changes. The schedule of class topics and/or assignments is subject to change as necessary. Changes will be made known via emails, Sakai announcements, and/or lectures slides. You are responsible to check these resources.

Class discussion:

Topics related to sex and gender can be easily applied to people's own experiences and thus, discussion is common (and highly encouraged). You will have many opportunities to ask questions and/or share your thoughts. However, you are never required to share any personal experiences. Most importantly, please be respectful of other students' opinions and the information they share in class.

Office hours:

I welcome and encourage any student to visit me if he or she has any questions or concerns about an assignment or something covered in class. Office hours are a time that I set aside to be available for you,

so you do not need to worry about bothering me. If you cannot meet during my office hours or after class, email me to arrange another time to meet.

Laptops:

Bringing a laptop to class is highly encouraged (though of course, not required). Several in-class assignments may require internet access and online submission. If you cannot bring a laptop to class, please let me know.

Course Evaluation

Attendance & in-class assignments: Attendance in this course is essential. As each class meeting will cover a great deal of material, missing class may set you behind. Additionally, some of the material discussed in class will not be covered in the readings. In lieu of consistently monitoring attendance, there will be several in-class assignments included in your grade. There will be no make-up opportunities for missed in-class assignments, however, I will drop your lowest score, and so if you must miss **one** class during an in-class assignment, you will not be penalized. Additionally, if you cannot come to class, make sure you get the lecture notes from a classmate.

Reflection papers: Throughout the course, you will be required to write 3 short reflection papers. Reflection papers should discuss the assigned material we covered during the week. The papers should be 1.5 to 2 pages long.

Exam: There will be one in-class exam consisting of multiple choice questions. Test material may be taken from the required readings, class lectures, and in-class discussions covered throughout the course. Make-up exams will not be permitted without advance permission. Permission will only be granted for unavoidable circumstances (serious illness, family emergency).

Final Project: Paper & Poster presentations

Instructions

Students will individually submit 2-4 page papers summarizing a research article, while also working in groups of 2-3 to present the article in the form of an academic poster presentation. Posters will be created electronically (using Powerpoint, Adobe, etc.), and therefore students will not be responsible for printing their poster. Each group will need to choose a published, empirical research article as the basis of their poster presentation. Students should choose articles from a list provided on Sakai. Partners must choose the article they would like to present by the beginning of the second week of class. Multiple groups cannot use the same article, so presentation topics will be assigned on a first come-first serve basis. Overall grades for the assignment will result from both the paper (60%) and the poster (40%).

Paper:

Each student will submit a 2-4 page paper that (1) summarizes the research article, and (2) critiques the article and/or outlines future directions for the research. Students should write their papers **individually** (though papers written by group partners will undoubtedly be similar). Papers need to be written in full sentences (i.e. no bullet points).

Poster Presentation:

Students will need to outline the following sections of the research article: literature review, methods, results, and discussion. You should **not** copy and paste directly from the article. Written sections on the poster should be in students' own words. Bullet points may be used on the poster. Posters should display any relevant graphs/charts/images to the study. Students will be required to submit an electronic copy of their poster to Sakai.

Students should assume the role of the researcher and present the paper as if they conducted the study themselves. Presentations should be about 10-20 minutes in length.

Grading: Grades will be based on in-class assignments, reflection papers, the exam, and the final project. The point breakdown for each component is as follows:

| Assessment | Points | Percentage |
|----------------------|------------|-------------|
| In-class assignments | 45 | 9% |
| Response papers | 105 | 21% |
| Final exam | 150 | 30% |
| Final Project | 200 | 40% |
| Total points | 500 | 100% |

The points needed for each grade is:

| Grade | Points | Percentage |
|-------|---------|------------|
| A | 450-500 | 90-100% |
| B+ | 435-449 | 87-89.9% |
| B | 400-434 | 80-86.9% |
| C+ | 385-399 | 77-79.9% |
| C | 350-384 | 70-76.9% |
| D | 300-349 | 60-69.9% |
| F | 0-299 | 0-59.9% |

Late Work:

Late work will not be accepted, with the exception of extenuating circumstances. If you know you have to miss class on the day an assignment is due for an excused reason (i.e. an athletic event, observance of a holiday, etc.) it is **your** responsibility to make arrangements to submit the assignment ahead of time.

Plagiarism:

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. We routinely check Google, Wikipedia and other popular websites to check for plagiarism. Additionally, we require that your paper be turned in as electronic as well as hard copies so that we 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>.

Students with disabilities:

Any student who feels he or she needs accommodation for a physical or learning disability, please contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers' policy at <http://disability/services.rutgers.edu> . If you request accommodations for this course, you will need a letter from Disability Services. This letter must be provided to me *by our second class*, at which point you may make a request for course-specific accommodations. The Chair of Undergraduate Psychology and I will review your request and may choose to modify it before it is approved.

Schedule of Class Topics, Readings, & Presentations*

| <u>Week</u> | <u>Topic</u> | <u>Reading</u> | <u>Assignments</u> | <u>Poster Presentations</u> |
|--------------------|---|--|---|-------------------------------------|
| 1 | Memorial Day- No class | | | |
| | Intro to the Study of Gender | Ch. 1- Introduction Ch. 2- Methods & History of Gender Research | Take Gender Roles IAT, Gender-Science IAT | |
| 2 | Gender Stereotypes | Ch. 3- Gender-Role Attitudes Prentice & Carranza, 2002 Ch. 4- Sex-Related Comparisons: Observations | | |
| | Theoretical Perspectives | Ch. 5- Sex-Related Comparisons: Theory Hyde, 2005 | Due: Reflection paper 1- Gender IATs | |
| 3 | Gender Conformity & Backlash | Rudman & Glick, 2008 (Ch. 7- Obstacles to Gender Nonconformity) Phelan & Rudman, 2010 Moss-Racusin, Phelan, & Rudman, 2010 | | Brescoll & LaFrance 2004 |
| | Backlash (continued) Ambivalent Sexism | Rudman & Glick, 2008 (Ch. 2- Dominance & Interdependence) | | Parks-Stamm, Heilman, & Hearn, 2008 |
| 4 | Feminism Gender in the Media | Rudman & Fairchild, 2007 | Due: Reflection Paper 2- Gender nonconformity & backlash effects Film: Miss Representation (in class) | Seal, Bradford, Meston, 2009 |
| | Friendship Aggression | Ch. 8- Friendship Bosson & Vandello, 2011 | Film: Tough Guise (in class) | Dill, Brown, & Collins, 2008 |
| 5 | Achievement Communication | Ch. 6- Achievement Ch. 7- Communication | Due: Reflection Paper 3- Miss Representation & Tough Guise | Moss-Racusin, et al, 2012 |
| | Gender, Leadership, & The Workplace | Ch. 12- Paid Worker Role and Health Eagly & Carli, 2007 | | Rudman & Phelan, 2010 |
| 6 | Love & Romance Sex | Ch. 9- Romantic Relationships Young et al., 2014 Clark & Hatfield, 1989 Conley, 2011 | Film: The Pill (in class) Review for exam | Finkel & Eastwick, 2009 |
| | Final Exam | | | |

*Subject to change if necessary. All changes will be announced in advance.