

PSY 362, Psychology of Sex & Gender (3 credits)
Summer 2019, Tillett Hall Room 123

Rutgers University
Department of Psychology

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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, body image, beauty standards, sexual satisfaction, romance, emotion, communication, and health.

COURSE FORMAT: We will meet twice a week from 1-4:40pm. During this time, you can expect to have a lecture, a break, and discussion. **Your grade in the class will consist of 3 tests, participation, assignments and a final presentation.** It is very important that you 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 primarily 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 registered, you should have access.

GRADING POLICY

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|-------------------------------|-----|
| 1. Exams | 65% |
| 2. Assignments | 15% |
| 3. Participation & Attendance | 10% |
| 4. Final Presentation | 10% |

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

TESTS: 65% 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.

ASSIGNMENTS: 15% 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/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 fits or would add to the class material. I will likely incorporate it into the class and boost your class participation grade by a margin.

FINAL PRESENTATIONS: 10% of your final grade

Choose a topic related to Sex & Gender that 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. Guidelines will be provided.

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: $8/12 = 67\%$.

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.

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 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. 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>.

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

Date	Topic(s)	Assignment	Reading
Monday, July 8th	Sex vs Gender; Gender Theories	#1 Pre-class Quiz	Chapter 5
Wednesday, July 10th	Stereotypes, Rules, and Conformity	#2 Gender Deviant Activity	Chapter 3
Monday, July 15th	Perception & Socialization Exam 1 Review	#3 Research Summary	
Wednesday, July 17th	EXAM 1 Sexism; Backlash		Glick & Fiske, 1996 Rudman & Glick, 2001
Monday, July 22nd	Media; & Masculinity Movie: Misrepresentation	#4 Media/Role Search	Seabrook et al., 2017;
Wednesday July 24th	Work-Family & Feminism Exam 2 Review	#5 MissRepresentation	Moss-Racusin et al., 2010
Monday, July 29th	EXAM 2 Gender Differences		Chapter 4, start to pg120 Hyde 2005
Wednesday, July 31st	Harassment, Aggression, Violence	#6 Interview	Vandello & Bosson, 2012
<i>Saturday, August 3rd</i>	Assignment #7 due at Midnight. Presentation idea with 2-3 references.		
Monday, August 5th	Sex & Romance; Health		Chapter 9 pgs 229-304 Hegelson (2015) pg. 527-
Wednesday, August 7th	Exam 3 Review Presentation Meetings	#8 Revised Aims Due at Midnight	
Monday, August 12th	EXAM 3 ONLINE (all day)		
Wednesday, August 14th	LAST DAY OF CLASS: Final Presentations		

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.

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.

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.

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., Giacardi, 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 pg120**

Sex and Romance

Helgeson, V. (2015). *Psychology of gender*. Psychology Press. Chapter 9. **Pg 527-**

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*