

## Psychology of Women & Gender – Summer 2008

---

01:830:381:B1 ■ Livingston Classroom Building 103 ■ MTWTh 12-1:50pm

### Instructors:

**Jessica Good**

E-mail: [goodj@eden.rutgers.edu](mailto:goodj@eden.rutgers.edu)

Office: Tillet Hall 629

Office Hours: by appointment

Mailbox: Tillet Hall 101 (Psych office)

**Corinne Moss-Racusin**

E-mail: [cmossrac@eden.rutgers.edu](mailto:cmossrac@eden.rutgers.edu)

Office: Tillet 615

Office Hours: by appointment

Mailbox: Tillet Hall 101 (Psych office)

**Textbook:**

OPTIONAL: Helgeson, V. S. (2005). *Psychology of Gender, 3<sup>rd</sup> edition*, Pearson-Prentice Hall.

The text is available in the Livingston bookstore.

**Website:**

Go to Sakai.rutgers.edu, log in using netID and password, click on class website.

Additional readings, assignments, and the most-up-to-date syllabus can be found here.

Please check the website frequently for any announcements regarding syllabus changes, class cancellations, etc.

**Readings:**

Most assigned readings will be available on the course website.

**Course Description:**

This course is designed to give you an introduction to the psychological literature on women and gender. Course topics include the causes of sex differences and similarities in abilities and personality, the influence of gender roles and stereotypes on discrimination and work, portrayals of women in the media, the diversity of women's experiences, and applied gender-related issues such as sexual harassment and the double bind.

**Course Goals:**

- Gain a general overview of what psychologists have learned about the role of gender in people's daily lives
- Explore, in depth, psychological research and theory on gender-related topics of interest to the student
- Complete a thoroughly researched final project synthesizing concepts learned throughout the course

**Grading:**

Grades will be based on class participation, weekly projects, and the final project. The breakdown will be as follows:

Class Participation	15%
Reading Journal	25%
Weekly Projects	25%
Final Project	35%

*Class Participation:* Attendance is required. This is a small class and your absence will be noticed. Class discussion is an integral part of this course. You are required to thoroughly read all assigned readings, and come to class prepared to discuss the readings as well as your reactions.

*Reading Journal:* You are required to keep a journal of your thoughts and reactions to each assigned reading. These journals will be collected mid-semester (June 12th) and at the end of the course. In addition to your responses, you must generate 2 discussion questions suitable for class discussion for each reading. You may be asked to raise these questions during class discussions.

*Weekly Projects:* Weekly experiential exercises will be assigned to supplement the course reading. In order to facilitate completion of these mini-projects, class will not meet on Tuesdays. Instead, you are expected to complete your project on Tuesday, and bring your notes and written project to class on Wednesday, prepared to discuss your observations.

*Final Project:* Each student will complete a final project involving an analysis of a popular film that incorporates gender related topics. A list of acceptable films will be provided. This paper must use the events and themes covered in the movie to demonstrate concepts presented in class. More details about the final project will be forthcoming.

**Cheating/ Plagiarism:** Cheating and plagiarism will not be tolerated. Students should familiarize themselves with the University's academic integrity policy (<http://ctaar.rutgers.edu/integrity/policy.html>). If we suspect a student of cheating, we will report him or her to the Disciplinary Panel. We take cheating very seriously and we suggest you do the same.

To help clarify the situation, I have provided specific details about what is and what is not cheating:

**You May:**

- Consult the textbook and other students when completing weekly projects
- Use the internet to help with weekly projects, to find additional material to bring to class, or to research your final project
- Ask us for extra help with a concept

**You May Not:**

- Turn in another student's work as your own
- Represent someone else's idea as your own (this includes internet sources)
- Write up your weekly project without actually completing the experience

**YOU MUST:**

- Cite your sources in all written work and provide complete references

**Office Hours:**

Students are encouraged to ask questions during class or meet with us directly after class. We are happy to arrange appointments to meet with students individually for extra help or to discuss final project ideas.

**Course Schedule:**

The following is a tentative schedule. Any changes will be announced in class and posted on the course website.

	<b>Date</b>	<b>Topic</b>	<b>Readings (before class)</b>
<b>Week 1</b>			
	May 27 <sup>th</sup>	Intro to Class, terms, feminism,	
	May 28 <sup>th</sup>	<i>Defining Feminism Exercise</i>	Crawford (p. 1-14)
	May 29 <sup>th</sup>	Study design, history of psych of women	Helgeson (p. 29-47)
<b>Week 2</b>		<b>Where does Gender come from?</b>	
	June 2 <sup>nd</sup>	Biology vs. Culture	Rudman & Glick Chap 1 (p. 7-26)
	June 3 <sup>rd</sup>	<i>Evolution vs. Social Role Theory Debate prep</i>	(Kenrick, Trost, & Sundie, 2004) (Wood & Eagly, 2002)
	June 4 <sup>th</sup>	In-class debate	
	June 5 <sup>th</sup>	Other Theoretical Perspectives	Helgeson Chapter 5 (up to p. 183)
<b>Week 3</b>		<b>Stereotyping</b>	

	June 9 <sup>th</sup>	Gender Stereotypes	Helgeson Chap. 3 (p. 78-94) (Prentice & Carranza, 2002)
	June 10 <sup>th</sup>	<i>Gender Transgression Exercise</i>	
	June 11 <sup>th</sup>	Backlash	Rudman & Glick Chap. 7
	June 12 <sup>th</sup>	Stereotype Threat	(Steele & Aronson, 1995)
<b>Week 4</b>		<b>Sexism &amp; Discrimination</b>	
	June 16 <sup>th</sup>	Ambivalent Sexism	Rudman & Glick 2 <sup>nd</sup> half of Chap 2 Complete ASI at: <a href="http://www.understandingprejudice.org/asi/">http://www.understandingprejudice.org/asi/</a>
	June 17 <sup>th</sup>	<i>Content Analysis Exercise</i>	Crawford (p. 30-49) (Fredrickson & Roberts, 1997) ( <b>up to page 20</b> ) Plous (selected pages)
	June 18 <sup>th</sup>	Images in Media	Killing Us Softly 3 (video)
	June 19 <sup>th</sup>	Discrimination, Gender Based Hate	Walmart Values Montreal Massacre Equal Rights Amendment ( <a href="http://en.wikipedia.org/wiki/Equal_Rights_Amendment">http://en.wikipedia.org/wiki/Equal_Rights_Amendment</a> )
<b>Week 5</b>		<b>Work &amp; Parenting</b>	
	June 23 <sup>rd</sup>	Double Bind	Catalyst, 2007
	June 24 <sup>th</sup>	<i>Interview Working Mom or Stay-at-home Dad</i>	Hochschild (p. 1-78)
	June 25 <sup>th</sup>	Parenting	
	June 26 <sup>th</sup>	Masculinity	Pollack Chap. 1
<b>Week 6</b>		<b>Love, Sex, &amp; Violence</b>	
	June 30 <sup>th</sup>	Love & Sex	Crawford Chap. 8

	July 1 <sup>st</sup>	Intimate Partner Violence	Domestic Violence Defined NJ domestic violence stats (Weinberg & Biernbaum)
	July 2 <sup>nd</sup>	Work Day	
	July 3 <sup>rd</sup>	<b>Final Project Due</b>	10 min discussion/ presentation