



University of  
New Haven

## *Psychology of Gender*

### SECTION I: Course Overview

**Course Code:** PSY355FLR

**Subject Area(s):** Psychology

**Prerequisites:** An introductory course in Psychology

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This course examines gender from psychological, sociological, and cultural perspectives. It explores how and why social expectations, norms, and opportunities are systematically linked to gender and the impact this has on society and people's experiences.

In addition to gender, this course takes an intersectionality approach to examine how race, ethnicity, class, sexual orientation, age, and physical ability interact to transform experiences at the individual, interpersonal, and cultural levels. The course is designed to help students recognize the impact of gender on human experiences and relationships and to understand that assumptions about gender have social implications. Students will learn to understand the complexity and diversity of gendered experiences in the social environments of their own and other cultures.

### LEARNING OBJECTIVES

Upon successful completion of this course, you'll be able to:

- Describe psychological theories and research on the development of gender roles
- Evaluate myths and biases about gender differences
- Articulate the sociocultural context that influences attitudes toward gender
- Discuss feminist critiques of traditional psychology.
- Analyze the mechanisms by which gender influences social interactions

### SECTION II: Instructor & Course Details

#### INSTRUCTOR DETAILS

Name:

**Contact Information:****Term:****ATTENDANCE POLICY**

This class will meet twice weekly for approximately 90 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

<b>ALLOWED ABSENCES – SEMESTERS</b>		
<b>Courses Meeting X day(s) Per Week</b>	<b>Allowed Absence(s)</b>	<b>Automatic Failing Grade at X<sup>th</sup> Absence</b>
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

<b>ATTENDANCE DOCKING PENALTIES</b>				
<b>Absence</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>8<sup>th</sup></b>
<b>Penalty</b>	<b>No Penalty</b>	<b>No Penalty</b>	<b>1 Grade Docked</b>	<b>Automatic Failure</b>
<b>HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES</b>				
<b>Grade</b>	<b>A+</b>	<b>A+</b>	<b>A</b>	<b>F</b>

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

**GRADING & ASSESSMENT**

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	15%
First Journal Reflection Papers	5%
Tests	20%
Midterm	20%
Group paper and presentation	10%+5%
Second Journal Reflection Papers	5%
Final exam	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**First Journal Reflection Paper (5%):** This assignment is designed to encourage students to think about their own attitudes, behaviors, and values, and the experiences they have had in the past that may have shaped them. Only the instructor will read this assignment, and students are encouraged to be thoughtful and open, but to share only as much as they feel comfortable. Students should consider their experience with individuals of other races, genders, classes, and religions in this self-reflection.

**Two Tests (10% each; 20% total):** Both tests consist of multiple-choice and short open-ended questions. The first test is designed to assess understanding of basic concepts in preparation for the midterm exam. The second test is designed to assess students' progress in understanding the course material during the second half of the semester.

**Midterm (15%)** The midterm exam will consist of open-ended questions designed to test how much information students have mastered, how well they can apply the concepts and terms they have learned, and how well they can explain the theories and research on the development of gender roles.

**Group paper and presentation (10%+ 5%):** each group should write a 1000-word essay and prepare a short presentation on a gender topic selected from a list provided by the instructor. The purpose of the presentation is to stimulate class discussion, so it should include at least 3 questions for the audience.

**Second Journal Reflection Paper (5%)** The purpose of this assignment is to reflect on your observations of the course topics in everyday life and what you have learned in class. Students will critically analyze how their understanding of gender and its intersections with other identities has been challenged and changed by what they have learned in class.

**Final exam (20%):** The final exam will consist of 3 short essays to assess student progress in meeting the learning objectives of the course.

**Class Participation (15%):** Class participation is mandatory for all courses taken at a CEA study center. The instructor will use the rubric below when determining a participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

Virtual class participation will be measured by (a) how often students log in the course, (b) their performance and attitude in mandatory live sessions, and (c) how significant their contributions to the virtual discussions are; students should be ready to offer critical comments clearly based on readings, research, & theoretical course topics.

## REQUIRED READINGS

The reading assignments for this course are listed below. All required readings must be completed according to the due date assigned by the course instructor. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format) and/or through CEA’s online Moodle classroom.

**SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

- Ashburn-nardo, L. 2017, "Parenthood as a Moral Imperative? Moral Outrage and the Stigmatization of Voluntarily Childfree Women and Men", *Sex Roles*, 76 (5-6), pp. 393-401.
- Biernat, Monica (05/01/2013). "Evaluating the contributions of members of mixed-sex work teams: Race and gender matter". *Journal of experimental social psychology*, 49 (3), p. 471.
- Blackwood, E. (2000). Culture and Women's Sexualities. *Journal of Social Issues*, 56(2), pp.223–238
- Cole, Elizabeth (2009). Intersectionality and research in psychology. *American Psychologist*, 64, 170-180.
- Dess, N., Marecek, J. and Bell, L. (2018). *Gender, Sex, and Sexualities*. Oxford University Press, ch. 1-3-8-12-14-15
- Drakett, J., Rickett, B., Day, K., & Milnes, K. (2018). Old jokes, new media—Online sexism and constructions of gender in internet memes. *Feminism & Psychology*, 28(1), 109-127
- Else-Quest, N.M. (2021). *Psychology Of Women And Gender: half the human experience*. S.L.: Sage Publication, ch. 1-2-4
- Fasoli, F., Cadinu, M., Carnaghi, A., Galdi, S., Guizzo, F. and Tassara, L. (2018). How do you self-categorize? Gender and sexual orientation self-categorization in homosexual/heterosexual men and women. *Personality and Individual Differences*, 123, pp.135–139.
- Fisk, S. R., & Overton, J. (2019). Who Wants to Lead? Anticipated Gender Discrimination Reduces Women's Leadership Ambitions. *Social Psychology Quarterly*, 82(3), 319–332.
- Glick, P. and Fiske, S.T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), pp.109–118.
- Sánchez López M. del P. and Limiñana-Gras R.M. (2017). *The psychology of gender and health: conceptual and applied global concerns*. London: Academic Press is an imprint of Elsevier., ch. 1
- Metts, S., 2006. *The SAGE Handbook of Gender and Communication*. Thousand Oaks, CA: SAGE Publications, ch 2
- Moscatelli, S., Golfieri, F., Tomasetto, C. and Bigler, R.S. (2021). Women and #MeToo in Italy: Internalized sexualization is associated with tolerance of sexual harassment and negative views of the #MeToo movement. *Current Psychology*, 40(12), pp.6199–6211
- Muzzatti, B. and Agnoli, F. (2007). Gender and mathematics: Attitudes and stereotype threat susceptibility in Italian children. *Developmental Psychology*, 43(3), pp.747–759.
- Netchaeva, E., Sheppard, L.D. and Balushkina, T. (2022). A meta-analytic review of the gender difference in leadership aspirations. *Journal of Vocational Behavior*
- Prentice, D. A., & Miller, D. T. (2006). Essentializing differences between women and men. *Psychological Science*, 17(2), 129-135.
- Purdie-Vaughns V, Eibach RP. 2008. Intersectional invisibility: the distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles* 59, 377–91
- Segatto, B. and Lombardi, G. (2020). Family Counselling Service professionals' attitudes towards same-sex parenting: qualitative research in Northeast Italy. *Journal of Family Studies*, pp.1–16
- Spadaro, G., D'Elia, S.R.G. and Mosso, C.O. (2017). Menstrual Knowledge and Taboo TV Commercials: Effects on Self-Objectification among Italian and Swedish Women. *Sex Roles*, 78(9-10), pp.685–696.
- Tosh, J. (2018). *Psychology and gender dysphoria: feminist and transgender perspectives*. London: Routledge, ch. 2, 3
- Van de Velde, S., Boyd, A., Villagut, G., Alonso, J., Bruffaerts, R., De Graaf, R., Florescu, S., Haro, J. and Kovess-Masfety, V. (2018). Gender differences in common mental disorders: a comparison of social risk factors across four European welfare regimes. *European Journal of Public Health*, 29(3), pp.481–487

## ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with [UNH Policies](#) regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, CEA academic staff and/or faculty will provide you with your Moodle credentials. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

<http://www.ourbodiesourselves.org/health-info/u-s-abortion-history/>

**COURSE CALENDAR**  
*Psychology of Gender*

WEEK	SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	1	Overview, expectations and requirements Psychology of gender: key terms and issues		
	2	Gender as analytical tool	Lecture & discussion	Dess, Marecek, and Bell, ch. 1
2	3	Feminist analysis of gender bias in psychological research	Lecture & discussion	Else-Quest & Hyde, Chapter 1 Prentice, & Miller, pp. 129-135. <b>Journal Reflection Paper due today</b>
	4	Understanding sex and gender: Psychological theories I: Psychoanalysis, sociobiology, and evolutionary psychology	Lecture & discussion	Else-Quest & Hyde, ch 2
3	5	Understanding sex and gender: social learning theory, gender schema theory, feminist theory	Lecture & discussion	Tosh, ch. 2
	6		<b>1st test</b>	
4	7	Beyond male and female: transgender and gender diversity	Lecture & discussion	Dess, Marecek, and Bell, ch. 3
	8	Beyond male and female: transgender and gender diversity	Lecture & discussion	Tosh, ch. 3
5	9	Gender Stereotypes and other gender biases	Guest Lecture	Dess, Marecek, and Bell, ch 8

	10	Gender Stereotypes and other gender biases	Lecture & discussion	Biernatp. 471. <b>Or reading pertaining the local site:</b> ex. Muzzatti Agnoli pp.747-59
6	11	Sexism and Gender Discrimination	Lecture & discussion	Dess, Marecek, and Bell, ch 7
	12	Sexism and Gender Discrimination	Lecture & discussion	Glick, & Fiske, pp. 109-118 Or <b>Or reading pertaining the local site:</b> ex. Moscatelli, Golfieri, Tomasetto, and Bigler, pp.6199-6211
7	13	<b>Review</b>		
	14	<b>Midterm Exam</b>		
		<b>Break</b>		
8	15	Love relationships and sexuality	Lecture & discussion	Dess, Marecek, and Bell, ch 12
	16	Love relationships and sexuality	Lecture & discussion	Blackwood,pp.223-238 <b>Or reading pertaining the local site:</b> ex. Fasoli, Cadinu, Carnaghi, Galdi, Guizzo, and Tassara, pp.135-139.
9	17	Gender and Communication	Lecture & discussion	Metts, ch 2
	18	Gender and Leadership	Lecture & discussion	Fisk, & Overton, pp. 319-332. Netchaeva, Sheppard, and Balushkina



10	19	Body Image and Media	Lecture & discussion	Drakett, Rickett, Day, & Milnes, pp. 109-127 <b>Or reading pertaining the local site:</b> ex. Spadaro, D’Elia, and Mosso, pp.685–696.
	20	Gender and Parenting	Lecture & discussion	Ashburn-nardo, pp. 393-401. <b>And a reading pertaining the local site:</b> ex. Segatto and Lombardi, pp.1–16
11	21	Gender Violence	Visit to a Women’s Health Clinic	Dess, Marecek, and Bell, ch. 14
	22		<b>Group Presentation</b>	<b>Group paper due today</b>
12	23	Gender and Health	Lecture & discussion	Sánchez-López and Limiñana-Gras, ch. 1
	24		<b>2<sup>nd</sup> test</b>	
13	25	Gender and Ethnicity	Guest Lecture	Else-Quest & Hyde, Chapter 4
	26	Intersectionality	Lecture & discussion	<b>Journal Reflection Paper due today</b> Purdie-Vaughns, Eibach, pp.377–91 <b>or</b> Cole, pp.170-180.
14	27	Gender and Mental Health	Lecture & discussion	Dess, Marecek, and Bell, ch. 15 Van de Velde, Boyd, Villagut, Alonso, Bruffaerts, De Graaf, Florescu, Haro, and Kovess-Masfety, pp.481–487
	28		<b>Final Exam</b>	

## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)