

**NOT A CURRENT SYLLABUS – use this Fall 2016 syllabus to get an idea
about content of course for**

**The Social Psychology of Gender: Playing by the “Gender” Rules
PSYC-383
Fall 2016**

Class Location: Olin Hall, Room 103

Class Days/Time: Tues/Thurs, 8:15-10am

COURSE INSTRUCTOR

Instructor	Contact Information	Office Location	Office Hours
Stefanie Simon, PhD	E: ssimon@carleton.edu Ph: (507) 222-5603	Olin 112A	Thursdays 11am-1pm & by appointment

REQUIRED TEXTS AND OTHER READINGS

- Rudman, L. A., & Glick, P. (2008). *The social psychology of gender: How power and intimacy shape gender relations*. New York, NY: Guilford Publications.
- ~6 empirical research articles will be assigned per week. These will be posted on Moodle.
- *Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, D. C.: American Psychological Association (Optional).
(Also Purdue’s online writing lab: <https://owl.english.purdue.edu/owl/resource/560/01/>)

REQUIREMENTS MET & SPECIAL INTERESTS

Writing Rich 2

Quantitative Reasoning

Academic Civic Engagement (ACE): Applied

COURSE DESCRIPTION

Welcome to the Social Psychology of Gender! Gender rules operate and occur in almost all aspects of social life, shaping the lives of men and women. Thus, an analysis of gender can inform most aspects of social psychology. In this course, we take a scientific approach, reviewing and analyzing psychological theory and empirical research related to gender roles, gender stereotypes, and power differentials in society. We will discuss how and why social norms are related to gender and influence the experiences of men and women. Topics will include historical and theoretical perspectives on gender, gender similarities and differences, masculinity/femininity, stereotypes, sexism, romantic relationships, aggression/violence, and media

influence. We will also discuss gender issues important to contemporary society such as sexual orientation, transgender identities, and intersectionality approaches.

LEARNING OUTCOMES

- 1) Students will be able to describe, explain, apply, and critically analyze social psychology methods, theories, and research findings related to gender.
- 2) Students will be able to recognize and examine gendered issues in which social psychological principles can aid in the understanding of the phenomenon in question.
- 3) Students will be able to discover answers to gender issues they face now or may face in the future by gaining an understanding of the social psychology of gender. At a personal level, studying the psychology of gender can be applied to students' daily life.
- 4) Students will be able to make connections from the course to everyday life, other disciplines, and current events.
- 5) Students will learn to read, comprehend, and analyze research from psychology journals.
- 6) Students will be able to reflect on the complexity and diversity of people and discuss the importance of diversity within the scientific and broader community.

COURSE STRUCTURE

The format of the course will be part instructor-led lecture and part peer-discussion. The goal of lecture is to provide a foundation for student learning and engagement in discussion and activities. However, students in this course will take responsibility for their own learning through active participation inside and outside of the classroom. Through active learning, students will best be able to develop critical thinking skills and apply concepts to the real world. Classes will be made up of exercises, demonstrations, videos, and active discussions. Keep in mind that classroom discussion is an important way to understand concepts, and thus, your active participation is essential to learning. Towards this end, students will engage in classroom discussions of assigned research articles each class. For each class period, students will read 3-4 articles and complete an article report prior to class. Additionally, students will be assigned to lead two class discussions on assigned articles. Lastly, this course will seek to help students apply knowledge gained from the course to the context of their service-learning experiences with middle and high school students in Northfield. The service-learning in this course will not only allow you to provide meaningful service to Northfield schools, but will also enhance your academic and civic learning and understanding.

LEARNING ASSESSMENTS AND GRADING

Student learning will be assessed through six different formats:

- 1) **Research Proposal & Presentation (45%)**: Students will complete one APA style research proposal relevant to the social psychology of gender. The proposal will consist of an experiment or intervention with the goal of understanding or improving a social issue relevant to gender. All reports should be typed, double-spaced, Times New Roman 12 point font and standard 1" margins. The body of the paper should be around 12-15 pages. This does not include the title page, abstract, references, or appendices (which include all your materials, graphs, and tables). The goal of the research proposal is to integrate and further investigate an area of gender research that is most interesting to you over the course of the term.

A rough draft will be submitted first **(10%)**. You will be able to use the feedback you have from your rough draft to improve your paper. Demonstrated effort on this draft will be the major grading criteria; the purpose of this draft will be to receive thorough and constructive feedback. The second, and final draft **(25%)** will be graded for quality and integration of feedback/improvement from draft 1. You will give an oral presentation describing your proposal at the end of the term to the class during the last two classes **(10%)**.

- 2) **Burning Questions (5%):** Students will post **2 burning questions** to Moodle by 11am on Mondays prior to Tuesday classes and **2 burning questions** 11am on Wednesdays prior to Thursday classes. Burning questions should address concerns or issues that arose as you were reading and thinking about assigned articles. Questions should try to integrate findings from other research or broader implications of the current findings. Students are encouraged to bring in other information from other disciplines and courses. The more thought-provoking, the better the question. Please do not ask factual questions.
- 3) **Article Reports (15%):** Students will submit an article report for one of the assigned articles for a minimum of 5 class periods. If you would like to improve your grade after you've turned in 5, you can continue to turn in a maximum of one report per class period. Article reports will be posted on Moodle before each class period (by 8:15am on Tues/Thurs). Reports must be completed before class begins. Late reports will not be accepted. Article reports are meant to aid in reading scientific writing and should demonstrate your comprehension of the researchers' research questions, hypotheses, methods, findings, and implications of the research. Reports should help you prepare for in class discussions.
- 4) **Discussion Leading (15%):** You will be assigned to lead the discussion of at least 2 classes with one other student. While you act as discussion leaders, you and your partner will be responsible for generating and maintaining active discussion about the day's topic. To help generate an interesting and thoughtful discussion, you should use students' burning questions posted on Moodle the day before at 11am, as well as come prepared with your own thoughts and questions. Feel free to call on other students regarding their burning questions to help facilitate discussion. Your grade will be based on your ability to challenge other students, raise thought-provoking questions, and direct the discussion to important points in the readings, make connections between readings, other disciplines, and the real world. While you and your partner should plan the discussion together, you will be graded individually.
- 5) **Participation (10%):** Everyone has a voice and everyone is expected to use it in this class. Participation will be assessed by contributions to lectures, class discussions, discussion leading, and daily "thought cards" (see below). There will be both structured and unstructured opportunities for class participation individually and in group exercises. Attendance is essential for accomplishing the individual and group learning tasks required in this course and will be factored into your participation grade. Class participation should reflect timely and thoughtful completion of assigned readings and tasks, as well as respect for the ideas and opinions of your fellow participants. Article reports and burning questions (described previously) are designed to help you come to class prepared to discuss the material. Failure to keep up with readings and assignments will negatively affect your participation grade, as well as your grade on that specific assignment. While attendance is necessary, it is not sufficient to earning a high participation grade. Please use the participation grade breakdowns as a guideline (see handout).

"Thought cards": At the end of each class you will be asked to fill out an index card with any thoughts you have about the class. This could be something interesting you learned, how something you learned applies to everyday experiences, or something you would like clarified. The "thought card" serves a few purposes: (1) provide you an opportunity to share what you liked/didn't like about the day's class, (2) allow the instructor to improve the course based on your feedback, and (4) allow the instructor to take attendance.

- 6) **ACE Service-Learning (10%):** Students in this course will have the opportunity to teach middle and/or high school students understand gender stereotypes, gender identity, and sexual orientation. Students will help Northfield youth gain knowledge and understanding of these important issues. One of the goals of this course is to communicate and apply scientific knowledge to the community in a meaningful way. In groups of 3-4, students will lead one enrichment lesson for Northfield students over the course of the term.

COURSE POLICIES

- *Attendance.* Attendance is required, and your instructor will be concerned if you are absent without warning or explanation. You are responsible for any material covered, information provided, and/or assignments given in any missed class.
- *APA Standards.* To promote good scholarship and to protect against plagiarism, all written work must follow currently accepted APA standards for quoting, citing, and referencing others' work or personal statements. Failure to adhere to APA standards will be considered a violation of academic integrity (see below).
- *Academic Integrity.* See <http://apps.carleton.edu/campus/doc/integrity/> for a complete description and discussion of academic dishonesty and plagiarism at Carleton. The instructor will take cases involving questions of academic integrity to the Academic Standing Committee (ASC) through the Dean's office for investigation and resolution.
- *Attending Office Hours.* Students are encouraged to ask questions during class and/or to meet with me during office hours. If you are concerned about course material or assignments, please come and talk with me. Be proactive!
- *Laptop Policy & Classroom Etiquette.* Laptops & tablets will be permitted in class ONLY for the purposes of referring to readings, assignments, and note-taking. Cell phones are not permitted in class—please turn them off or on silent before class begins. Your participation grade will be affected by distracting behavior, chronic lateness, and early departures.
- *Sensitivity.* As a part of class participation and peer-discussions, students should feel comfortable expressing their unique perspectives. It is important for students to respect the viewpoints of others and remain sensitive to others' perspectives during all discussions.
- *Course/Instructor Evaluations.* Students are invited to provide feedback throughout the term that will enhance the content of the course and address learning needs of the student and/or class. These evaluations are used by the instructor to improve course activities and materials.
- *Academic Support Center.* Students are encouraged to visit the Academic Support Center to seek help with the final project (both writing and oral skills). For more information or to make an appointment, please visit <https://apps.carleton.edu/campus/asc/>.
- *Disability Services.* Students seeking special accommodations should see the instructor as soon as possible and meet with the Coordinator of Disability Services to request accommodations (http://apps.carleton.edu/disabilityservices/Obtaining_Academic_Accommodations/)

CLASS SCHEDULE AND TOPICS

Readings are due on the day they are listed

	Classes	Topic	Readings	Assignments
1	September 13 th	Introductions/Syllabus/ History of Gender Research		
2	September 15 th	Research methods overview/How to read a peer-reviewed research article/Research proposal	Jordan & Zanna, 1999	
3	September 20 th	Theoretical Explanations of Gender/ Feminism/ Why Study Gender?	Chapter 1 Rudman & Fairchild, 2007 Rudman & Phelan, 2007 Hyde, 1994	1st burning questions due on Mon., Sept. 21st & article report in class!
4	September 22 nd	Similarities & Differences/ Quantifying masculinity & femininity	Buss, 1995 Wood & Eagly, 2002 Hyde, 2005 Bem, 1974	
5	September 27 th	Dominance & Power/ Interdependence/ Ambivalent Sexism	Chapter 2 Brandt, 2011 Glick & Fiske, 2011 Dardenne et al 2007	
6	September 29 th	Gender development & Socialization	Chapter 3 Orenstein, 2006 Croft et al., 2014 Olson et al., 2015	
7	October 4 th	Content of gender stereotypes/Descriptive & prescriptive stereotypes/ Gender norms and roles	Chapter 4 Prentice & Carranza, 2002 Diekmann & Goodfriend, 2006 Felmlee et al., 2012	
8	October 6 th	Implicit associations/ Reducing stereotypes	Chapter 5 Dasgupta & Asgari, 2004 Rudman & Goodwin, 2004	Take gender/career & gender/science IAT
9	October 11 th	Stereotype Threat/Backlash	Chapter 7 Simon & O'Brien, 2015 Heilman & Wallen, 2010 Brescoll & Uhlmann, 2008	

	Classes	Topic	Readings	Assignments
10	October 13 th	Sexism in the Workplace/Work-Family Balance/Leadership	Chapter 8 Belkin, 2008 Brady et al., 2015 Derks et al., 2011	
11	October 18 th	Proposal Work Day	Work on paper & prepare questions to ask in class	
12	October 20 th	Love, Romance, Sex	Chapters 9 & 10 Baumeister & Twenge 2002 Rudman & Fetterolf 2014	
13	October 25 th	Precarious manhood & Men in Communal Roles	Bosson & Vandello, 2011 Mescher & Rudman, 2014 Croft et al., 2015	
14	October 27 th	Aggression & Violence	Chapter 11 Stewart 2014 Abrams et al., 2003	Rough draft of proposal due FRIDAY October 28th by 11:59pm
15	November 1 st	Gender & the media/ Beauty standards	Dill et al., 2008 Fox et al., 2015 Davies et al., 2005 Galioto & Crawther, 2013	
16	November 3 rd	Sexual orientation/ Heterosexism/ Transgender identity	Lick & Johnson, 2014 Norton & Herek, 2013 Tompkins et al., 2015 McLemore, 2015	
17	November 8 th	Intersectionality approaches	Purdie-Vaughn & Eibach, 2008 Galinsky et al., 2013 Livingston et al., 2012	
18	November 10 th	Presentations Day 1		
19	November 15 th	Presentations Day 2		
*****FINAL PAPER DUE BY 9:30PM ON MONDAY, NOVEMBER 21ST VIA MOODLE*****				

Note: Instructor reserves the right to alter the syllabus throughout the term.