**COURSE DESCRIPTION (GENERAL DESCRIPTION)**

**Course title: Mastering the Foundations of Psychology through Focused Topics**

**Course code: PSYM21-104**

**Specific course title: Gender in Psychology**

**Specific ourse code: PSYM21-104:8**

**Head of the course: Kovács Mónika**

**Academic degree:**

**Position:**

**MAB status: A (T)**

**Aim of the course**

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The course aims at deepening and integrating knowledge of the different subfields of psychology (affective, developmental, cognitive, personality, social) through focusing on one specific topic and discussing it in a complex way. It will cover all the different subfields – but not equal proportion – and the applied aspects of the topic. It aims at reviving the previously studied ideas at a master level giving the opportunity for amendment, reevaluation, and integration that can be relevant for students studying in any specialization.

 We will discuss how identity formation is affected by gender roles and the social representations of masculinity and femininity (prejudice, stereotype, gender role expectations) and the relevant psychological theories (psychoanalytical, social learning, cognitive, social constructivist approaches), applying critical, social-historical, and cultural understanding. The course covers the specifics of gender prejudices and stereotypes as well as the differences in stereotypes related to gender subgroups (stereotype content model). We will look at gender prejudices and stereotypes from a developmental point of view, the social consequences of them as well as the differences and similarities between different cultures concerning gender roles and beliefs. We will discuss the system justifying the function of sexism and heterosexism as well as the different constructs and measures applied in psychological research.

**Learning outcome, competences**

knowledge:

* The student is familiar with the most important psychological theories concerning gender roles as well as gender and sexual identities
* The student is familiar with the most important scales used for measuring gender stereotypes, prejudices, sexism, gender identities as well as their theoretical framework

attitude:

* Critical attitudes towards gender bias of different psychological theories
* Respect for human dignity and equality

skills:

* The student is able to identify gender essentialism and stereotypes as well as different types of sexism and heterosexism
* The student is able to reflect on the gender preconceptions of psycholgical theories
* The student is able to formulate scientific hypothesis based on theoretical knowledge and empirical literature

autonomy/responsibility:

* Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

**Content of the course**

**Topics of the course**

* Gender differences and similarities: psychological approaches
* Brain differences and similarities: debates about neurosexism
* ”Doing gender”: schemas, roles and interactions
* Children and gender: socialization and social identities
* Gender stereotypes and their consequences
* Cultural differences and similarities: gender stereotypes and roles
* Sexism, homophobia and heterosexism
* Sexual identities and gender identities
* Sexual harassment and violence
* Femininity, masculinity, and mental health
* Femininity, masculinity and socal relationships
* Gender, career, and leadership

**Learning activities, learning methods**

* Interactive lecture



**Evaluation of outcomes**

**Learning requirements, mode of evaluation, and criteria of evaluation:**

mode of evaluation: exam mark

* Essay: literature review (50 %)
* Written exam (50 %)
* Bonus: presentation (25 %)

criteria of evaluation:

* Familiarity with the compulsory literature
* Familiarity with the materials discussed in the lectures



**Reading list**

**Compulsory reading list**

* Ryan, M. – Branscombe, N. (szerk.) (2013) *The SAGE handbook of gender and psychology*.

London: SAGE Publications, Ltd. ISBN: 9781446203071

* Rudman, L. A., - Glick, P. (2008). *The social psychology of gender: How power and intimacy shape gender relations*. New York: Guilford Press. ISBN: 9781606239636

**Recommended reading list**

* Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*, *74*(2), 171.
* Morgenroth, T., Sendén, M. G., Lindqvist, A., Renström, E. A., Ryan, M. K., & Morton, T. A. (2020). Defending the sex/gender binary: The role of gender identification and need for closure. *Social Psychological and Personality Science*, 1948550620937188.
* Morgenroth, T., & Ryan, M. K. (2020). The effects of gender trouble: An integrative theoretical framework of the perpetuation and disruption of the gender/sex binary. *Perspectives on Psychological Science*, 1745691620902442.
* Suppes, A. (2020). Do women need to have children in order to be fulfilled? A system justification account of the motherhood norm. *Social Psychological and Personality Science*, *11*(7), 999-1010.
* Napier, J. L., Suppes, A., & Bettinsoli, M. L. (2020). Denial of gender discrimination is associated with better subjective well‐being among women: A system justification account. *European Journal of Social Psychology*, *50*(6), 1191-1209.
* Croft, A., Schmader, T., Beall, A., & Schaller, M. (2019). Breadwinner Seeks Bottle Warmer: How Women’s Future Aspirations and Expectations Predict Their Current Mate Preferences. *Sex Roles*, 1-11.
* Vial, A. C., Napier, J. L., & Brescoll, V. L. (2016). A bed of thorns: Female leaders and the self-reinforcing cycle of illegitimacy. *The Leadership Quarterly*, *27*(3), 400-414.
* Vial, A. C., & Napier, J. L. (2018). Unnecessary frills: Communality as a nice (but expendable) trait in leaders. *Frontiers in psychology*, *9*, 1866.
* Cheryan, S., & Markus, H. R. (2020). Masculine defaults: Identifying and mitigating hidden cultural biases. *Psychological Review*, *127*(6), 1022.
* Bareket, O., Kahalon, R., Shnabel, N., & Glick, P. (2018). The Madonna-Whore Dichotomy: Men who perceive women's nurturance and sexuality as mutually exclusive endorse patriarchy and show lower relationship satisfaction. *Sex Roles*, *79*(9), 519-532.
* Kahalon, R., Bareket, O., Vial, A. C., Sassenhagen, N., Becker, J. C., & Shnabel, N. (2019). The Madonna-whore dichotomy is associated with patriarchy endorsement: Evidence from Israel, the United States, and Germany. *Psychology of Women Quarterly*, *43*(3), 348-367.
* Becker, J. C., & Wagner, U. (2009). Doing gender differently—The interplay of strength of gender identification and content of gender identity in predicting women's endorsement of sexist beliefs. *European Journal of Social Psychology*, *39*(4), 487-508.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |