



International Undergraduate Program  
Faculty of Psychology  
Universitas Gadjah Mada

## **COURSE OUTLINE**

### **(Gender Psychology)**

<b>Course Code</b>	Gender Psychology
<b>Period</b>	2018/2019
<b>Course Instructor</b>	Ariana Marastuti, S.Psi.,MSW.
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<b>Language of instruction</b>	English

#### **Course Description:**

This course examines social psychology theories of sex differences and conceptions of gender. Topics include history & theoretical perspectives on gender, differentiation of sex versus gender, gender similarities, conformity, stereotypes, social roles, masculinity, sexism, feminism, media influence, body image, gender violence, beauty standards, sex, cognition, emotion and communication. Gender analysis framework will be introduced as a basic understanding and tools for analyzing the gender gap at the developmental issues. Students are expected to have a broaden knowledge of gender issues in various social setting and able to use theories and analysis tools to assess the impact of gender inequality.

After finishing this course, students are expected to be able to explain the theories in psychology that explain and discuss about gender for multi perspectives . In addition, students are also expected to be able to apply the theories and perspective of gender equality in everyday life and especially in the social and cultural context of Indonesia. Evaluation is based on how students participate actively in class discussion, quizzes, assignments, mid-term exam, and final exam.

## Learning Outcomes:

At the end of the course, students should be able to:

1. To learn the social psychology theories in exploring the sex and gender differences (REMEMBERING).
2. To learn how study and research in psychology contribute the shifting of social perspective of sex and gender (UNDERSTANDING).
3. To learn the history gender movement and the issues related to gender inequality (REMEMBERING).
4. To learn how media portrayals of sex and gender and the impact of those image on how we all think about gender inequality (UNDERSTANDING).
5. To discover how social issues (race, education, health, economy, politic) are women's issues. (UNDERSTANDING).
6. To understand and learn how to use gender analysis framework as tools for gender assessment in the context developmental issues (APPLYING).

## Course Time Table:

Day	Date	Theme	Materials	Objectives	Methods	Assignment	References
1		Learning contract & Understanding the syllabus	<ol style="list-style-type: none"> <li>1. Learning Contract</li> <li>2. Explaining Syllabus and materials</li> <li>3. Exploring hopes and expectations</li> </ol>	<ul style="list-style-type: none"> <li>- Student and lecturer have a contract to achieve the learning objective of the course</li> <li>- Lecturer understand the hope and expectations of the students</li> <li>- Students understand and follow the rule of the game</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Discussion</li> <li>- lecturing</li> </ul>	-	Syllabus
2		Understanding sex and gender	<ol style="list-style-type: none"> <li>4. Gender dan sex <ul style="list-style-type: none"> <li>- Definition</li> <li>- Similarity and Differences</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Understand the difference about sex and gender</li> <li>- Understand why gender is an important issues</li> </ul>	<ul style="list-style-type: none"> <li>- Game</li> <li>- Brainstorming</li> <li>- Discussion</li> </ul>	<ol style="list-style-type: none"> <li>1. Grouping</li> <li>2. preparing for the first assignment</li> <li>3. Sending weekly question about stereotype</li> </ol>	Ch 1: Understanding Gender and Ch 10 : Sex (The social psychology of gender (Rudman & Glick) Ch 1: key issues and perspectives (Gender and Social Psychology (Burr)
3		<b>Stereotyping</b>	<ul style="list-style-type: none"> <li>- Descriptive and Prescriptive gender</li> <li>- The origin of gender stereotype</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the concept of stereotyping → stigma and discrimination as the basic of gender inequality</li> <li>- Improve the knowledge and attitude to gender equality movement</li> </ul>	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Game</li> <li>- Discussion</li> <li>- Group presentation</li> </ul>	Presentation Group 1 : choose one chapter from Ch 4 or 5 ( The social psychology by Rudman & Glick)  <b>All students divide into 6 group and</b>	Ch 4: Content and Origin of Gender Stereotype Ch 5: Descriptive and Prescriptive stereotyping The Social Psychology of Gender (Rudman & Glick)

						<p><b>choose one theory for the next meeting and preparing short materials</b></p> <p><b>Each group divided into two small group choose Ch 4 or 5) :</b></p> <p>Ch 4 : Sex Related Comparison : Observation</p> <p>Ch 5 : Sex Related Comparison: Theory (The Psychology of Gender –Vicki S. Helgeson)</p>	
4		History and gender theories	<ol style="list-style-type: none"> <li>1. Evolutionary and Socio-biology</li> <li>2. Psychodynamic</li> <li>3. Social learning</li> <li>4. Gender Role Socialization</li> <li>5. Social Role</li> <li>6. Cognitive Development</li> </ol>	Introduction to the history and theory of gender from various perspective	<ul style="list-style-type: none"> <li>- Small group discussion</li> <li>- Lecturing</li> </ul>	<p>Small presentation (class divide into 6 group) and discuss the prepared short materials</p> <p>Group 2 → preparing for next meeting</p> <p>Sending weekly question about personality and communication</p>	<p>Ch 4 : Sex Related Comparison : Observation</p> <p>Ch 5 : Sex Related Comparison: Theory (The Psychology of Gender –Vicki S. Helgeson)</p>
5		Personality Communication <b>*Gender &amp; emotion</b>	Personality Communication Achievement		<p>Presentation Group 2</p> <p>Lecturing</p> <p>Discussion</p>	<p>Group 2: choose one topic about gender differences:</p> <p>Personality : Ch 1: Gender differences in Personality (Gender and Social Psychology – Vivien Burr)</p> <p>Communication : Ch 7 (The Psychology of Gender –Vicki S. Helgeson)</p>	<p>Ch 1 : Gender differences in Personality (Gender and Social Psychology – Vivien Burr)</p> <p>Ch 7: Communication (The Psychology of Gender – Vicki S. Helgeson)</p>
6		Gender Conformity <b>*Dating</b>	<ul style="list-style-type: none"> <li>- Self-sustaining prophecy</li> <li>- Obstacle to</li> </ul>		<p>Presentation : Group 3</p> <p>Discussion with the result from Dating</p>	<p><b>Group 3:</b></p> <p><b>Presentation about one topic of Ch. 6 or</b></p>	<p>Ch 6: self-Sustaining Prophecy</p> <p>Ch 7: Obstacle to gender</p>

		Script <b>*Masculine vs feminine development</b>	gender non conformity		Script Lecturing	<b>7 about conformity</b>  Group with topic <b>Dating Script</b> : sending the report and present it for class discussion	non conformity (The Social Psychology of Gender )Rudman & Glick)
7		Sexism and Feminism <b>*Define Feminism</b>	- Feminist theory - Sexism in the workplace - Traditional sexism - Hostile vs benevolence sexism			Group 4 presentation : gender role attitude or sexism in the workplace	Ch 1: key issues and perspectives (Gender and Social Psychology (Burr)  Ch3 : Gender Role attitude (The Psychology of Gender –Vicki S. Helgeson)  Ch 8: sexism in the workplace (The Social Psychology of Gender (Rudman & Glick)
<b>Break</b>		<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>		
8		Love Relationship and Sexuality <b>*Romance</b> <b>*Sexual Double Standard</b>	-		Group presentation	Group 5 Presentation : Romantic relationship or love and romace	Ch 8: Romatic Relationship The Psychology of Gender – Vicky S. Helgeson  Ch 9: Love and Romance The Social Psychology of Gender (How Power and Intimacy Shape Gender Relations) – Laurie A Rudman and Peter Glick
9		Aggression and Violence <b>*Aggression</b>	-		Group presentation	Class debate and discussion	- Pernikahan dini (National Geographic) - E book: The social Psychology – How Power and Intimacy Shape Gender Relations (Laurie Rudman & Peter Glick) Ch 9: love and romance
10		Health – mental Health <b>*Birth Control</b> <b>*Arrange marriage</b>	-		-	Group 6 Presentation: mental health or mental health effect...	The Psychology of Gender – Vicky S. Helgeson Ch 12: Mental Health  Study of the Mental Health Effects of Masculinity and FemininityAuthor(s): Anne

							E. Barrett and Helene Raskin White Reviewed work(s): Source: Journal of Health and Social Behavior, Vol. 43, No. 4 (Dec., 2002), pp. 451-46  Women and Mental Health- Mary Jo Good (Harvard Univ)
11		Body Image and Media Gender dan Media – Beauty, body image and media * <b>Self-objectification</b>	<ul style="list-style-type: none"> <li>- How is gender in the development of civilization and culture in the world?</li> <li>- Female circumcision (Indonesia, Afrika) and male circumcision in the perspective of gender justice</li> <li>- The tradition of early marriage in the third world countries (Yaman, India, Nepal)</li> <li>- Caste and Dowry di India, Pakistan and Nepal</li> </ul>	<ul style="list-style-type: none"> <li>- Women</li> <li>- Media politics and women</li> <li>- How is the role of media in supporting and maintaining gender injustice</li> </ul>	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Discussion</li> </ul>	Class discussion	
12		LGBTQ Movie day – Sex change				Happy day	Film: <ul style="list-style-type: none"> <li>- Brokeback Mountain</li> <li>- In Time of Butterfly</li> <li>- Sex Change</li> </ul>
13		Guest lecture : <ul style="list-style-type: none"> <li>- Gender and violence</li> <li>- Gender</li> </ul>	<ul style="list-style-type: none"> <li>- Cases of violence in domestic and public area</li> <li>- How is the role of benevolent sexism,</li> </ul>				E book: The social Psychology – How Power and Intimacy Shape Gender Relations (Laurie Rudman & Peter Glick) Ch 11: gender and violence

		Budget 3 minutes presentation of photo voice	dominance and gender hegemony, and gender stereotyping in violence				-
14		Gender analysis pathway 1	- Commercialization		- Lecturing - Discussion		

### Required Readings:

1. Rudman, L. A. & Glick, P. G. (2008) *The Social Psychology of Gender*. New York: Guilford Press.
2. Vivien Burr (2002) *Gender and social Psychology*. New York: Routledge
3. Vicki S. Hegelson. (2012) *The Psychology of Gender*. 4<sup>th</sup> Edition. New Jersey: Pearson
4. Jude Browne (Editor). (2007) *The Future of Gender*. USA: Cambridge University press
5. Additional readings will be provided via the course website. 2

### Course Assessment:

The final grade of the module will be compiled proportionally from the components below:

1. Participation / Attendance : 5%
2. Individual Assignments (2) : 30% (response paper & photo voice)
3. Group Papers (1) : 15% (mini research paper & presentation – as explained in the assignment)
4. Group Presentation (2) : 15% (Short presentation & Chapter Presentation)
5. Weekly Question : 5%
6. Mid test : 15%
7. Final test : 15%

### Grade

A = 90-100%

B+ = 70-76%

B/C = 55-59%

A- = 87-89%

B = 67-69%

C+ = 50-54%

A/B = 80-86%

B- = 60-66%

C = below 49%

### **Attendance Policy:**

Attending to lecture demonstrate students learning commitments. As compliance to the Faculty Academic Regulation, students should attend to 75% of the total lectures, otherwise permission to attend final examination will be denied, leading to unsatisfactory grade obtained for this module.

### **Academic Integrity:**

Academic integrity is an ethical policy of academia in which students joining this course is not exempted from. Among the ethical behaviors highlighted in this course, but not limited to, are: (i) learning commitment, reflected as the students meet the attendance requirements, and (ii) honest behavior, demonstrated as the students' adherence to the non-plagiarism conduct. A breach of academic integrity can result in **FAILURE**.

### **Plagiarism Policy:**

Students should be fully aware that plagiarism is an unethical behavior which breaches academic integrity and therefore may cause serious sanctions, from an unsatisfactory grade to failure of the entire course. Overall, plagiarism is simply defined as presenting someone else's thoughts or work as your own. This action can vary from having inappropriate academic referencing to deliberate cheating.

Below is the types of plagiarism, students should be aware of:

1. **Copying:** using the identical or very similar words to the original text or idea without acknowledging the source. Although most of the time, this action is subject to absentmindedness, it can be perceived as a deliberate action to present someone else's work as our own.
2. **Inappropriate paraphrasing:** changing a few words and phrases while still retaining the original structure and content without giving credits to the original sources.

3. **Collusion:** denying the contribution of others and claiming the work as a person's individual work. Collusion also includes making your work available to another student for them to copy it, stealing or obtaining another person's work to copy it, taking full responsibility of another person's academic work either voluntarily or with financial gain.

For more information about plagiarism, visit: <http://www.plagiarism.org/>

## **ASSIGNMENT**

Please read further explanation of each assessment components:

- **Late work will not be accepted, there is no tolerance for the paper due date.**
- **No make-up exams (especially for Mid and final test)** unless an extreme circumstance occurs **and** the student is able to get an excused absence from the Dean of Students office or the Head of Undergraduate program. No exceptions.

### **A. Individual Assignment**

1. Response paper: You will earn up to 15 points of your total final grade by completing this paper.  
Format : You have to choose ONE theme from the reading and then choose one of the novel/movie that can be used to explore and explain about the theme that you want to talk. You have to express your opinion or response to that movie or novel, not only use the theory in exploring the movie, but give your opinion. This assignment should be written in 3-5 pages paper with free style or opinion paper.  
Due date : before mid-test
2. Photo voice assignment : You will earn up to 10 points of your total final grade by completing this photo voice assignment  
Format : You have to take a serial photos that represent your opinion/ideas about gender issues around you. Photos that attempt to illustrate gender inequality and the intersection with other social issues. You might take picture of items, locations, and abstracts image that would help others understand the gender issues and the intersection with other social issues. You have present your photos on the power point format and prepare for 3 minutes presentation.  
Due date : after Mid test

### **B. Group Presentation**

1. Short presentation about theories: each group should prepare a short presentation for small group discussion (jigsaw discussion) about theory of gender. You might use creative materials for media presentation. For this assignment you will earn up to 5% of your grade.



2. Chapter presentation

For this assignment, you will earn up to 10% of your final grade. One group consist of 4-5 students. They have to choose one topic from the reference books that will be presented each week.

Format of this assignment is a power point presentation with grading criteria: Clarity, creativity, the use of technology (short video, pics, animation, ect.), relevance and content.

Due date: before Mid test

**C. Group Paper & Presentation**

Each member of the group will have opportunity to earn 10 points for this assignment. One group consist of 4-5 students.

Each group consist of 4-5 students. Group should pick ONE of the gender issues as provided in the list of theme (at the attachment), then follow the guide line for each theme.

Paper should be written in APA style, 4-6 pages and power point presentation should be prepared during the date as listed on the table below.

Due date : Depend on the schedule (please check materials and schedule)

**D. Weekly questions:**

Each students have to send a question based from the reading and send it to the email at [amarastuti@ugm.ac.id](mailto:amarastuti@ugm.ac.id) and must be emailed at least Saturday night before the class.

## **List of Theme for Groups Papers:**

### **1. Gender & Emotion**

Do men and women experience and display emotion differently? Are there specific emotions that are more common to men or women? Under what conditions are these emotions displayed? Are there differences? What are those differences and why do they exist?

Interview at least 2 men and 2 women about their conceptions of gender and emotion. You must ask the following, but these should not be the only questions you ask: (1) Do they consider themselves an emotional person? (2) are some emotions more common and acceptable in men or women, why? (3) Are there gender differences in emotional experience (i.e., do men and women feel differently in terms of intensity or number of emotions) and which emotions are more common for which gender?

Write a summary of your responses including your own thoughts about these issues.

### **2. Define Feminism**

How do people define feminism? Does it match with how you define feminism? Is it different for men and women? Interview at least 2 men and 2 women about their definition of and views about feminism. You must ask the following, but these should not be the only questions you ask: (1) Do they identify as a feminist (2) do they view feminism positively or negatively (3) do they view feminists positively or negatively (4) how would they describe a typical feminist in terms of traits (5) do they believe feminism is good for relationships and the economy (i.e., work context).

Write a summary of your responses including your own thoughts about these issues.

### **3. Masculine Development versus Feminine Development**

Is there a difference (beyond obvious biological differences) in the coming of age for boys versus girls? What helps a boy become a man? What helps a girl become a woman? How are these developmental trajectories different?

Interview at least 2 men and 2 women about gender differences (beyond biology) in becoming a man or woman. Ask them questions like those listed above.

Write a summary of your responses including your own thoughts about these issues.

### **4. Aggression**

Which gender is more aggressive and how does aggressiveness vary by gender. Why?

Interview at least 2 men and 2 women about gender differences in aggression. Ask them questions like those listed above.

Write a summary of your responses including your own thoughts about these issues. 5

### **5. Dating Scripts:**

Scripts are guides for men and women that direct and inform their behavior and expectations for dating. What are the prevalent dating scripts in our culture? How do they affect relationships? Are they generally positive or negative for men and women? How do people learn about dating scripts and why do they follow them? Interview at least 2 men and 2 women about gender scripts asking them questions like those listed above.

Write a summary of your responses including your own thoughts about these issues.

### **6. Romance**

How do we think about romance? Are men or women more likely to endorse these romantic ideals? For instance: Who believes in love at first sight? Who falls in love more quickly? Who is less likely to end a relationship? Who likes romantic films more? Why do we find the gender differences that emerge?

Interview at least 2 men and 2 women about gender and romance asking them questions like those listed above.

Write a summary of your responses including your own thoughts about these issues.

### **7. Sexual Double standard**

The sexual double standard (SDS) refers to different standards for male versus female sexuality.

Specifically, sexual behavior that is acceptable for men may not be acceptable for women. Why might these differing standards exist? Are they useful at all? Does anyone gain something from the SDS being in place? Why, exactly, might people want to perpetuate the SDS? Interview at least 2 men and 2 women about the sexual double standard asking them questions like those listed above.

Write a summary of your responses including your own thoughts about these issues.

### **8. Self-Objectification**

Raunch culture refers to the over-sexualized culture of the United States in which women are not only objectified by others, but even objectify themselves in order to be perceived as sexy and worthwhile. What are some examples of raunch culture in college life? Is self-objectification (i.e., turning oneself into a sexual object) empowering? Is it damaging? If it is positive for the woman who is objectifying herself, is it positive for all women? Interview at least 2 men and 2 women about self-objectifications asking them questions like those listed above.

Write a summary of your responses including your own thoughts about these issues.

### **9. Birth Control**

Do you agree with the SCOTUS regarding birth control? Why or why not?

Interview two people who agree with the decision and two who disagree. Write a summary of their responses and your own thoughts about these issues. 6