

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Spring 2016**  
**Discipline: Psychology**  
**PSYC 3559-101: Psychology of Gender**  
**Division: Upper**  
**Faculty Name: Mikki Hebl**  
**Credit Hours: 3; Contact Hours: 38**  
**Prerequisites: None**

**COURSE DESCRIPTION**

The purpose of this course is to provide an overview of research and theory on gender in psychology. We will examine the myths and stereotypes associated with men and women in our society, the social and psychological gender differences that have been identified in research, and the evidence and theoretical arguments concerning the origin of these differences. Because my orientation is that of an experimental psychologist, the class will be taught from an empirical perspective and much of the lecture material will be based on findings obtained in experimental psychological research. Thus, we will identify the studies being conducted and the answers currently being proposed by the research community on longstanding and contemporary issues pertaining to the psychology of gender. In addition, we will cover selected topics that tie in to the study of gender including discrimination, leadership, negotiations, and sexual orientation.

**COURSE OBJECTIVES**

In this course, students will gain a very broad exposure to gender and the many similarities and differences between men and women. Specific goals of the course are:

- An awareness of the hidden and obvious gender biases in the study of human behavior and an appreciation of the complexity of the research on gender issues.
- Clarification of the nature and development of gender differences and gender roles.
- Development of critical thinking and skill in evaluating gender research as well as depictions of gender in the media and entertainment industry.
- Development of an intellectual tolerance and respect for others' viewpoints.
- Development of self-understanding and empowerment, appreciating that we need not be constrained by traditional gender roles and stereotypes.
- Consideration of and appreciation for the complexity and controversial nature of gender-related "hot" topics.
- Consideration and observations of, and experience with intercultural differences in gender, gender equity, and views and practices regarding gender-related "hot" topics.

**REQUIRED TEXTBOOKS**

AUTHOR: Vicki S. Helgeson  
TITLE: The Psychology of Gender  
PUBLISHER: Prentice Hall  
ISBN #: 978-0-20-505022-2  
DATE/EDITION: 2011/4<sup>th</sup> Edition

AUTHOR: Sheryl Sandberg  
TITLE: Lean In: Women, Work, and the Will to Lead  
PUBLISHER: Deckle Edge  
ISBN #: 978-0-385-34994-9  
DATE/EDITION: 2013

COURSE READINGS to accompany on gender-specific issues facing each country in concert with films also will be available on-board.

**TOPICAL OUTLINE OF COURSE**

See schedule of topics, readings and assignments below.

**FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

The Field Lab will occur in Honolulu, Hawaii, on January 12<sup>th</sup>.

This will involve a day-long visit that contains several components. Once we embark, we will board a ship and learn about multicultural views on gender, as experienced through the different Polynesian cultures of New Zealand, Fiji, Hawaii, Rapa Nui, . We will travel to the Polynesian Cultural Center, where we will meet with our guide and engage in organized activities that involve us in different gender and cultural norms. We will stop for one-hour gender-related scavenger hunt in downtown Honolulu, and then regroup and return to the ship.

### **DRESS CODE**

**What to Wear:** For men, jeans or pants, nice tee shirt, polo or button down. For women, jeans or pants, dress or skirt, and nice tee shirt, polo or button down. Tank tops without spaghetti straps are ok. Comfortable shoes for walking distances.

**Do NOT Wear:** Flip flops, sneakers, shorts, short skirts, sweat pants, leggings, spaghetti tank tops, and/or revealing, stained or dirty clothing.

### **FIELD ASSIGNMENTS**

Throughout this course, students will carry out hands-on experiential assignments and observations, both on board ship and in the ports.

Experiential assignments will include the following:

**Powerpoint Finale.** Individuals will work in groups to compile a multiple port powerpoint depiction showcasing similarities, differences, or some other aspect of gender that they study and witness at the various ports they visit. Students will choose a group theme of a particular problem that they see throughout their travels and work to create and in-depth presentation with suggested solutions for this to the class. The entire presentation should be approximately 20 minutes in length.

**Journal.** Students also will be asked to keep a journal and wear “gender glasses,” keeping track of the similarities and differences that they see between men and women, and influenced by contextual factors (e.g., different countries). They should make one entry per day and reflect on gender. They also will be write reactions to each of the movies that they watch.

**On Board Assignment.** On board ship, students will carry out a gender norm violation assignment. All of these are assignments that I have used successfully in my land-based social psychology course that will be modified for use on the voyage.

**Field Assignment.** A short paper will be assigned as part of the Field Lab experience. Students will be expected to keep a journal of their thoughts and reactions during the Field Lab experience, and will write a short paper relating the experience to the concepts and issues discussed in class.

**Movies.** We will be watching several movies on the Loop. In addition to two movies that we will watch in class, you will also watch the following movies on the Loop: “Half the Sky,” “Joy Luck Club,” “Shawshank Redemption,” “Boys Don't Cry,” “Mean Girls,” “It’s a Girl,” “The Matthew Shepherd Story,” “Raise the Red Lantern,” “Moolade,” and “The Accused.”

### **METHODS OF EVALUATION / GRADING RUBRIC**

Evaluation will include a midterm test, a final exam, experiential assignments, and Field lab journal and paper. Tests will be comprised of any assortment of multiple choice, true/false, definitions, fill-ins, and short answer questions. The experiential assignments will be used in class discussion as a way for students to relate the course concepts to their personal experiences. The field reports will be graded based on the degree to which the student’s observations relate to the concepts we have discussed in class. The weight of these in determining the grade for the course is as follows:

	Weight
Exam 1	25%
Exam 2	25%
Class Participation	5%
Powerpoint Finale	10%
Experiential Assignments and Journaling	15%
Field lab journal and paper	20%
TOTAL	100%

### **RESERVE LIBRARY LIST AND ADDITIONAL RESOURCES**

A packet of readings will be placed on reserve. These will include articles that showcase some of the work relevant to the countries we visit. These include:

Asante, K. O., & Oppong, S. (2012). Psychology in Ghana. *Journal of Psychology in Africa*, 22(3), 473-476.

Bhat, M., & Ullman, S. E. (2014). Examining Marital Violence in India Review and Recommendations for Future Research and

- Practice. *Trauma, Violence, & Abuse*, 15(1), 57-74.
- Dalal, A. K. (2011). Indigenisation of Psychology in India. *Psychology Teaching Review*, 17(2), 29-37.
- Davidsen, M. J., & Burke, R. J. (2012). Women in Management Worldwide: Progress and Prospects—An Overview. *Women in Management Worldwide*, 1.
- Jewkes, R., Sikweyiya, Y., Morrell, R., & Dunkle, K. (2014). Why, when and how men rape: understanding rape perpetration in South Africa. *South African Crime Quarterly*, 34, 23-31.
- Marchetti-Mercer, M. C. (2013). A socio-psychological perspective on the phenomenon of infant rapes in South Africa. *African Journal of Psychiatry*, 6(4).
- Oppong, S., Oppong Asante, K., & Kumaku, S. K. (2013). History, Development and Current Status of Psychology in Ghana. *Contemporary Psychology: Readings from Ghana*, 1-17.
- Purkayastha, B., Subramaniam, M., Desai, M., & Bose, S. (2003). The Study of Gender in India A Partial Review. *Gender & Society*, 17(4), 503-524.
- Raj, A., & McDougal, L. (2014). Sexual violence and rape in India. *Women*, 2001, 124.
- Seedat, M., & Lazarus, S. (2011). Community psychology in South Africa: Origins, developments, and manifestations. *Journal of community psychology*, 39(3), 241-257.
- Shannon, K., Leiter, K., Phaladze, N., Hlanze, Z., Tsai, A. C., Heisler, M., ... & Weiser, S. D. (2012). Gender inequity norms are associated with increased male-perpetrated rape and sexual risks for HIV infection in Botswana and Swaziland. *PLoS One*, 7(1), e28739.
- Sharma, B. R., & Gupta, M. (2013). Gender based violence in India: A never-ending phenomenon. *Journal of International Women's Studies*, 6(1), 114-123.
- Takasuna, M. (2007). Proliferation of Western methodological thought in psychology in Japan: Ways of objectification. *Integrative Psychological and Behavioral Science*, 41(1), 83-92.
- Weidemann, D. (2013). Three Decades of Chinese Indigenous Psychology: A Contribution to Overcoming the Hegemonic Structures of International Science?. *Theories about and Strategies against Hegemonic Social Sciences*, 105.

**MOVIES:** : “Half the Sky,” “Joy Luck Club,” “Shawshank Redemption,” “Boys Don't Cry,” “Mean Girls,” “It’s a Girl,” “The Matthew Shepherd Story,” “Raise the Red Lantern,” “Moolade,” and “The Accused.”

## **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”

<b>Psychology of Gender</b>			
<b>Day</b>	<b>Topics</b>	<b>Read</b>	<b>Assignments</b>
Depart Ensenada – 1/5			
<b>A1 – 1/7</b>	Introductions and Overview of the Course	Ch. 1	Overview of journaling
<b>A2 – 1/9</b>	History of Gender Research / Why Study Gender?	Ch. 2	Autobiography due
<b>A3 – 1/11</b>	Methods of Gender Research	Ch. 2	Powerpoint gender assignment explained
Honolulu – 1/12	Field Lab		
<b>A4 – 1/14</b>	Gender Stereotypes	Ch. 3	Norm violation assignment due
<b>A5 – 1/17</b>	Theories: Social Learning	Ch. 3	Field lab assignment due and journal check
<b>A6 – 1/20</b>	Theories: Personality	Ch. 4	
<b>A7 – 1/22</b>	Theories: Biological	Ch. 5	
Japan – 1/24			
<b>A8 – 1/30</b>	Theories: Evolutionary, Psychoanalytic	Ch. 5	
China – 2/01			
<b>A9 – 7/7</b>	Abilities Differences: Cog, Spatial, Math, Verbal	Ch. 4 (yes!)	Should Start Reading “Lean In”
Vietnam – 2/09			
<b>A10 – 2/15</b>	Gender and the Body		
Singapore – 2/17			
<b>A11 – 2/18</b>	Gender and Communication	Ch. 7	
Burma – 2/20			
<b>A12 – 2/26</b>	Gender and Friendships	Ch. 8	
<b>A13 – 2/28</b>	Gender and Relationships	Ch. 9	
India – 3/01			
<b>A14 – 3/07</b>	<b>First Exam</b>		
<b>A15 – 3/10</b>	Movie Viewing – “Generation M”		
Mauritius – 3/12			
<b>A16 – 3/13</b>	Gender and Physical	Ch. 10	
<b>A17 – 3/15</b>	Gender and Mental Health	Ch. 11, 13	
<b>A18 – 3/17</b>	Gender and Power/Leadership	Ch. 12	
South Africa – 3/19			
<b>A19 – 3/25</b>	“Lean In” and Other Advice to Women Interpersonal Discrimination	Ch. 12	“Lean In” Must Be Read
<b>A20 – 3/27</b>	Movie Viewing – “Tough Guise”	Ch. 11	
<b>A21 – 3/29</b>	<b>Second Exam</b>		
Ghana – 3/31			
<b>A22 – 4/05</b>	Powerpoint Finale Presentations Cont.,		Journal collection
<b>A23 – 4/07</b>	Powerpoint Finale Presentations Cont.,		
<b>A24 – 4/09</b>	Powerpoint Finale Presentations Cont., Ending		
<b>A25 - Exam Day – 4/12</b>	No Final Exam		