

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: 2011/4th 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

A1- January 7: Introductions and Overview of the Course
Overview of journaling given

A2- January 9: History of Gender Research / Why Study Gender?
Have Read: Chapters 1 and 2
Assignments: Autobiography due

A3- January 11: Methods of Gender Research
Have Read: Chapter 2
Powerpoint gender assignment explained
Have Watched: Half the Sky

Honolulu: January 12 – Field Lab

A4- January 14: Gender Stereotypes
Have Read: Chapter 3
Have Watched: Joy Luck Club
Norm Violation assignment due

A5- January 17: Theories: Social Learning
Have Read: Chapter 3
Assignment 1: Summary of Plans
Field Lab Assignment due and Journal Check

Study Day: January 19

A6- January 20: Theories: Personality
Have Read: Chapter 4

A7- January 22: Theories: Biological
Have Read: Chapter 5; Takasuna article / Bauewens article
Have Watched: It's a Girl

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

A8- January 29: Theories: Evolutionary and Psychoanalytic
Have Read: Chapter 5; Weidemann article
Have Watched: Raise the Red Lantern

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

A9- February 6: Ability Differences: Cognitive, Spatial, Math, Verbal

Have Read: Chapter 4 (yes, it's out of order on purpose!)

Assignment: Should start reading "Lean In"

Ho Chi Minh: February 8-12

A10- February 13: Gender and the Body

Have Read: Singapore Readings

Have Watched: Moolaade

Study Day: February 15

A11-February 16: Gender and Communication

Have Read: Chapter 7

Yangon: February 18-22

A12- February 23: Gender and Friendships

Have Read: Chapter 8

Have Watched: Shawshank Redemption

Assignments: 12 Angry Men on the Loop

A13- February 25: Gender and Relationships

Have Read: Chapter 9; Sharma et al. article / Raj et al. article / Prkayastha et al. article / Dalal et al. article / Bhat et al. article

Cochin: February 27-March 3

A14- March 4: First Exam

Study Day: March 6

A15- March 7: Movie Viewing – "Generation M"

Have Watched: Mean Girls

Port Louis: March 9

A16- March 10: Gender and Physical

Have Read: Chapter 10

Have Watched: The Accused

Study Day: March 12

A17- March 13: Gender and Mental Health

Have Read: Chapters 11 and 13; Sedat et al. article / Shannon et al. article / Marchetti-Mercer et al. article / Jewkes et al. article

Have Watched: The Matthew Shepherd Story

Cape Town: March 15-20

A18- March 21: Gender and Power/Leadership
Have Read: Chapter 12; Davidson et al. article

A19- March 23: “Lean In” and Other Gendered Advice; Interpersonal Discrimination
Have Read: Chapter 12
Assignment: “Lean In” Must be Completed
Have Watched: Sinking Sands

A20- March 25: Movie Viewing – “Tough Guise”
Have Read: Chapter 11; Oppong et al. article / Asante article
Have Watched: Boys Don’t Cry

Tema: March 27-28
Takoradi: March 29-31

A21- April 1: Second Exam

A22- April 3: Powerpoint Presentations Cont.,
Assignment: Journals will be collected

A23- April 5: Powerpoint Presentations Cont.,
Have Read: Errazzouki et al article

Casablanca: April 7-11

Study Day: April 12

A24- A Day Finals, April 13: Powerpoint Presentations Cont., Ending Wrapup

April 16: Disembarkation Day

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 12th.

This lab will involve a day-long visit in which we will learn about multicultural views on gender, as experienced through the different Polynesian cultures of New Zealand, Fiji, Hawaii, Samoa, and Rapa Nui. We will travel to the Polynesian Cultural Center, where we will meet with our guide, experientially learn by taking part in different hands-on exercises, enjoy a barbecue buffet, and reflect about gender differences during our 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 an 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

The following electronic materials will be available online and focus on some of the social issues facing each of the countries that we will be visiting.

These include:

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

- Bauewens, D. (2013). Japan values women less – As it needs them more. Inter Press Service News Agency. Downloaded from url: <http://www.ipsnews.net/2013/01/japan-values-women-less-as-it-needs-them-more/>
- 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.
- Davidson, M. J., & Burke, R. J. (2012). Women in management worldwide: Progress and prospects—An Overview. *Women in Management Worldwide, 1*.
- Erazzouki, S. (2014). Working-class women revolt: gendered political economy in Morocco. *The Journal of North African Studies, 19*(2), 259-267.
- 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].”