

# Emnebeskrivelse

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Institutt for psykologi  
04.10.2017

## PSY-2030, The Psychology of Gender

THE PSYCHOLOGY OF GENDER	
<b>Name</b>	<p>Bokmål: Kjønnsperspektiv i Psykologi</p> <p>Nynorsk: Kjønnsperspektiv i Psykologi</p> <p>English: The Psychology of Gender</p>
<b>Course code and level</b>	PSY-2030
<b>Type of course</b>	The course may be taken as a singular course.
<b>Scope of course</b>	10 ECTS
<b>Required / recommended previous knowledge</b>	Recommended prerequisites: PSY-1001 Introduction to psychology
<b>Course contents</b>	<p>The aim of this module is to provide students with a broad understanding of gender from a psychological perspective. In this course, we critically examine both classical and contemporary theories and research in the field, based on scientific findings from behavioural neuroscience, social and cultural psychology and developmental psychology. The lectures will also situate the reading in their historical, political, sociocultural and socioeconomically context. Students will learn how to critically evaluate empirical articles and will gain confidence and fluency in sharing ideas with others during group discussions.</p> <p><i>Content learning:</i> Students will learn about the origins of gender differences (with a focus on the nature vs. nurture debate) and study the development of gender identity in childhood from various theoretical perspectives such as: social learning theory, social role theory and cognitive schema theory. Moreover, the student will learn about the content and the implications of gender stereotypes on stereotype threat, performance and psychological well-being. Students will also</p>

	<p>become familiar with the classic literature on women in science, technology, engineering and mathematics (STEM), and the emerging literature on men in health, early education and domestic work (HEED).</p>
<b>Learning outcomes</b>	<p>Successful completion of the course will lead to the following learning outcomes:</p> <p><b>Knowledge:</b></p> <p>Students will learn to</p> <ul style="list-style-type: none"> <li>• outline different perspectives on the origin of gender differences</li> <li>• describe and define factors in the formation of gender identity development (such as the role of reinforced and observational learning)</li> <li>• outline different theoretical perspectives on gender development</li> <li>• describe and define the concept of gender stereotyping and its broader implications</li> <li>• define psychological and structural barriers to men and women's engagement with HEED and STEM, respectively</li> <li>• situate gender in a cultural and historical context (with a particular focus on the current gender-debate and the different challenges men and women face in Norway today)</li> </ul> <p><b>Skills:</b></p> <p>Students will develop in their skills to</p> <ul style="list-style-type: none"> <li>• critically compare different theoretical perspectives on gender development</li> <li>• critically evaluate the methodology of gender research</li> </ul>

	<ul style="list-style-type: none"> <li>critically evaluate the impact of <i>statistically significant</i> gender differences on real life behaviour</li> <li>identify gender issues in fictional literature and historical events</li> </ul> <p><b>Competencies:</b></p> <p>Students will have developed skills that are transferable to other modules (and future employability), such as their ability to</p> <ul style="list-style-type: none"> <li>communicate scientific findings from gender research to a group</li> <li>critically evaluate findings from gender research and their relevance to real life</li> <li>transfer their theoretical and scientific knowledge into interventions</li> <li>identify gender stereotypes in real life</li> </ul>
<b>Teaching and working methods</b>	<p>10 two-hour long seminars a week. Each seminar will contain a 45-min long presentation by the lecturer and one (or two) 10-min long presentation(s) by one (or two) of the students. This will be followed by a one-hour long group discussion/workshop.</p> <p>The student is required to complete the exams during the semester when the course is taught.</p>
<b>Quality assurance of the course</b>	<p>Students will be given the opportunity to give feedback on the quality of the course at the end of term through an evaluation form.</p>
<b>Coursework</b>	<p>Students must attend 80% of the seminars in order to pass the course. Students are also required to be actively involved in the group discussions (active participation is assessed on a Pass/Fail basis).</p>
<b>Assessment and exam</b>	<p>Assessment will consist of a presentation (using Power Point or similar) to be given during seminars and a book review (see canvas for the submission deadline of the book review). Each element accounts for 50% of the overall mark.</p> <p>The student is required to give a 10-min-long presentation during one of the seminars. The student should choose an article from the recommended reading list (relevant to that week's topic) and critically evaluate the study's rationale, design, methods, impact, and/or conclusions. The student should then lead a short group discussion.</p>

	<p>The book review is a 2000-word assignment. There is no leeway on the word limit, students who exceed the word limit will be penalized. Students may choose a book from the suggested list (see syllabus), but they may also suggest a book of their choice (subject to the course convener's approval). The assignment is an analysis of the book from a gender perspective, the student is required to use one or more of the perspectives/theories from the course material (lectures, reading list).</p> <p>The assessments will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed.</p>
<b>Retake</b>	<p>Retake of the presentation is not possible, but the student may reschedule the date of their presentation (on the basis of illness or other mitigating circumstances). Retake of the book review is offered in the beginning of the following semester in case of grade F. Deferred examination is offered in the beginning of the following semester if the student is unable to complete the book review due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.</p>
<b>Syllabus</b>	<p>Syllabus will be made available at the beginning of the semester.</p>
<b>Language of instruction and examination</b>	<p>Language of instruction: English</p> <p>Language of examination: English or Norwegian</p>