

Psychology 153: Socialization of Gender
Spring 2011

Meeting Time: Tuesday, 2:45-5:30

Room: Bernard Hall 207

Professor: Mita Banerjee

Office: Scott 210 **E-mail:** Mita_Banerjee@Pitzer.edu

Office Hours: Tuesday 1:30-2:30 PM, Wednesday 10:30-11:30 AM and by appointment.

Readings: The readings for this class will be posted weekly on Sakai.

Goals of the course: This course focuses on the many and varied ways in which individuals are socialized into specific gender roles, and it examines the numerous ways in which gender plays a role in people's lives and in the discipline of psychology. We will discuss various theoretical frameworks that address the topic of gender socialization, empirical studies which examine the nature of gender similarities and differences, and the societal and cultural constructs that influence gendered conceptions and experiences. **A critical part of the course involves class participation.** This course will follow more of a seminar format, and students will be responsible for leading discussion for half of each class period

Course Requirements: This course will involve (1) a group presentation, (2) a short individual paper (5-6 pages, based on the group presentation), (3) a final paper and (4) final presentation of that paper, and also (5) the submission of online journal entries. Each student will be required to facilitate discussion for at least one discussion section.

Leading Discussion (10%): Students, in pairs or groups of three, will be responsible for leading class discussion for one half of a class period (probably twice each during the semester). Each pair/group of students should meet well before class time, and be prepared to offer a critique and integration of the week's readings. The pair should have a number of discussion questions in mind, for the class to focus on.

Class Participation (15%): Students will be required to attend class regularly, and to actively participate in class discussions.

Group Presentation (10%)/Individual Paper (15%): Students will work in groups of approximately four. Using some sort of unifying, common theme for the group, each person in the group will be responsible for interviewing individuals who differ along the dimensions of gender, ethnic origin, sexual orientation, SES, or age. The task will be to learn about that person's own sense of gender identity/sexual orientation, their understanding of gender roles, and the various forces and experiences which may have shaped their current beliefs and behaviors. In the group presentation, each group will present a 30-minute segment to the class, describing their interviews, and discussing the similarities/differences between your interviewees, and the nature of socializing influences. The group presentations will be on March 1. The individual paper will focus only on the interview that you conducted, and is also due on March 1.

Online Journal Entries (10%): In a class such as this, we are (hopefully) forced to examine our current belief systems and to get a better sense for why we have come to believe what we do about gender, sexual orientation, and the like. It is also likely that class members will have differing views on the material to be covered, and that healthy discussions and debates of the issues are bound to arise. I would like you to post journal entries each week in which you write down your reactions to the readings and the class lectures and discussions, and converse with one another about these issues.

Final Paper(20%): Students will write a 10-12 page paper on a specific topic related to gender socialization. You will pick your own topic, but you must check it over with me. In these papers you are required to find relevant articles outside of class material, and to use these readings to illustrate a specific thesis or argument. Final papers **due May 3rd.**

Class Presentations (20%): The last two class sessions will be devoted to individual presentation of your final papers. You will be asked to present the material you covered in your final paper, and to share the arguments you developed in your paper with the rest of the class. Use of creative/multimedia techniques to engage others in your presentation is encouraged.

Student Learning Objectives:

1. To familiarize students with the diverse theories and frameworks that speak to the socialization and construction of gender.
2. To teach students to think critically about the construction of gender and sexual orientation in the world around them, and in their own lives.
3. Using a feminist pedagogy, to encourage students to link conceptual and theoretical work on gender with the relevant experiences and constructions of gender and sexual orientation in their own lives.
4. To develop student abilities to collaborate with peers on developing academic projects regarding gender, and to develop group and individual presentation skills

Schedule of Readings

T=text

R=Readings

Class dates

Topic and assigned readings

Jan. 25	Introduction to the Class/Theories & Frameworks Regarding Gender
Feb. 1	Parental and Familial Influence/Early Childhood
Feb. 8	Cultural Constructions of Gender & Sexuality
Feb 15	Schooling and Achievement/Adolescence
Feb. 22	Friendship/Morality
March 1	Group Project Presentations **Individual papers due
March 8	Emotion
	SPRING BREAK
March 22	Gender & Sexuality/LGBT Issues
March 29	Violence/Aggression
April 5	Health and Well-being
April 12	Interpersonal Relationships/Psychotherapy
April 19	Media Images
April 26	Final Presentations
May 3	Final Presentations **Final papers due