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## PSYCHOLOGY & GENDER in Fall 2018 (PY2010)

<b>Course Code</b>	PY2010	<b>Professor(s)</b>	Sharman Levinson
<b>Prerequisites</b>	None	<b>Office Number</b>	G-L12
<b>Class Schedule</b>	M: 16:55-19:50 in C-102	<b>Office Hours</b>	by appointment after class
<b>Credits</b>	4	<b>Email</b>	slevinson@aup.edu
<b>Semester</b>	Fall 2018	<b>Office Tel. Ext.</b>	N/A

## Course Description

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What are sex and gender? What do psychologists, other scientists and social scientists have to say about *what it means* to be a man or a woman? How does scientific discourse on gender influence our ideas about being men or women? How do societal and cultural preoccupations influence the *questions researchers ask* about sex and gender? What relationships are there between gender, sexuality and sexual behavior? How are these related to power and the political?

There are not simple answers to these questions but entire fields of investigation. Even for one individual, « answers » to these questions, and the questions themselves change over the life course, with experience, social change and exposure to new research.

In this course, we will introduce some of the ways psychologists and other scientists and scholars study gender, sex and sexuality. Many of the issues we discuss will be controversial and may touch on personal experience.

We aim to foster a sensitive learning and listening environment marked by respect for everyone's ideas and personal convictions. But we will also challenge each other to explore new areas of research and learn how to better formulate arguments on the basis of critical analysis of existing work both historical and contemporary as well as by conducting one's own research.

## Course Learning Outcomes

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Students will be able to understand distinctions between "sex" and "gender" concepts  
Students will be able to compare arguments concerning difference and dominance in explaining

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the positions of men and women in society

Students will be sensitized to new developments in the psychology of “masculinity”

Students will be able to assess the advantages as well as the limits of the notion of “power” from within the context of psychology and social psychology

Students will understand relationships between division of labor and gender inequality in a given society

Students will have an understanding of cultural constructions of gender

Students will acquire effective debating as well as listening skills when it comes to discussion of intimately challenging and often controversial subject matter.

Students will understand the importance and relevance of historical research and history of psychology in the understanding of gender

They will be able to assess different research methods used in the study of sex, gender, sexual behavior and relationships. Students will gain experience conceptualizing and conducting qualitative research

Students will develop skills as critical readers and thinkers in a subject laden with common sense, prejudice, and stereotypes. They should be able to use research to challenge these stereotypes, all the time being aware that these stereotypes may be modulating the way research questions are asked and results are interpreted and diffused.

## General Education

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[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

## Course Outline

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### SCHEDULE OF COURSE SESSIONS—SUBJECT TO MODIFICATION

N.B. Rather than discussing sexual orientation and homosexuality as a separate « topic », we hope to include all sexual orientations into the entire range of topics.

While the first part of the class is based mostly on a western historical perspective, we hope to reflect on how these western models have been received, rejected, appropriated and/or

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accommodated in non-western cultures. In addition, we will branch out to non-western perspectives in the second part of the course.

**PART 1 : The making of : Gender, sexuality and the body, historical and contemporary research**

**WEEK 1:**

**September 10th: Introduction and Syllabus presentation. Presentation of professor and her research itinerary. Discussion of course objectives.**

**Research activity: Brainstorming in small groups about the theme of the class research project.**

**WEEK 2:**

**September 17th: Emotions and physiology in men and women, and theories of gender and « emotional differences ». (Stephanie Shields) Popular press and books about men, women and (physiology of ) emotion.**

**Research activity: composition of small groups and elaboration of subtopics for research project. Instructions given for 2-3 page personal essay to be handed in on WK3.**

**WEEK 3:**

**September 24th: The strange histories of (sex) hormones and animals (N. Oudshoorn)  
(HAND IN PERSONAL ESSAY)**

**Research Activity : experience and “conceptualization”, elaborating a “research question”**

**WEEK 4:**

**October 1st: Seeing and interpreting male and female anatomy**

**(Th. Lacqueur)**

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**Research Activity : Direct and Indirect observation, Discourse and Meaning, Interview methods Part 1**

**WEEK 5: October 8th: History of Sexual Behavior Surveys, critical analysis of methods of quantification and sampling challenges in the 20th-21st century. Construct validity and “indirect” observation of sexual behavior, identity and orientation.**

**Research Activity : Interview Guides and Non-Directive Interview techniques**

**WEEK 6 : October 15th:**

**A. Giarni on the history of the Sexual Health concept. Medicalization and biopower in question. Sex and a public health concern. The concept of healthicization...creating universal and local norms and expectations for “sexual health”.**

**Preparation for mid-term exam.**

**WEEK 7 : OCTOBER 22nd: Mid-term exam (short essay questions) = 1h20.**

**+ 1h20 minute meeting to introduce the second part of the class, the roles chosen- assigned to each student in the project.**

**PART 2. October 29th- December November 26th *Gender, Sexual Relationships, Communication and Culture* in the Contemporary World**

In PART II of the class we will be applying concepts learned in the historical section to contemporary societal issues related to the course research project and relevant student-chosen subtopics. N.B. We would like to represent multiple cultural perspectives. This section of the course will be further specified and the topics reorganized, once students have decided on their small group sub-topics.

**Schedule Part II**

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**Pd. 1 Lecture and presentation of sub-topics, methodological exercises and analysis of interviews**

**Pd. 2 Small group work (a copy to be handed in at the end of class towards participation grade)**

THE TWO WEEKS OF CLASS : On December 3rd and December 10th .Students will give oral presentations of their research. There is no written final exam, as these are replaced by “Final Presentations”, with supporting documents to be handed in (interview transcriptions and slides shown in the presentation).

**A Final reminder about absences :** Given that this is a double-period class, missing an entire class= 2 absences. Given that the entire class counts on everyone’s active participation, if you are absent more than once, you must provide medical or legal justification. If you are absent more than twice (=4 periods of absence) you will be asked to withdraw from the class and are at risk of failing the class.

## **Textbooks**

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This course doesn't have any textbook.

## **Attendance Policy**

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**ATTENDANC** This is a heavily discussion based class: attendance, preparedness and **E:** active participation are mandatory. Class starts at 4:55, and you are suspected to be on time.

**ABSENCE POLICY:** Students at The American University of Paris are expected to attend all sessions. however, be excused. Excused absences fall into two categories: 1) sickness or unforeseen emergency activities, such as study trips. When a student misses a class, he or she must present an excuse to the classes are missed, however, the student must go to the Student Affairs Office to present third-party ver

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example) in order for the absence to be excused. In all cases the responsibility for making up missed work is on the student. However, the instructor may recommend administrative withdrawal of a student whose absences, excused or not, make it impossible to continue in the course at a satisfactory level.

In this class, a student who misses more than two double period classes will be asked to withdraw. Even if the student is excused for these absences, this is a heavily participatory class and it is not fair to your research team members if you do not attend.

Please see the professor very early in the semester if you are entitled to specific Learning Accommodations. If the professor's accommodations is not compatible with your specific accommodations.

**PLEASE NOTE:**

Copies of the University's policies on absences and academic dishonesty were given to each student at the beginning of the semester. Students are responsible for adhering strictly to these policies in all classes. Additional copies of the policies are available from the Registrar.

## Grading Policy

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### Structure of Course Sessions

During the first period of each class, we usually begin with a short lecture (20-30 minutes) going over important vocabulary and concepts, opening the floor for discussion. During the second period we will work on the class' research project. Beginning with a short presentation of steps in conducting research followed by student activities in small groups.

### You will receive 4 grades:

#### **10% Take-home personal essay**

(2-3 pages single spaced) describing an interesting observation based on your experience, your surroundings, or questions that interest you in relation to a "theme" presented by the professor. This will be one of the first steps in conceptualizing your interest in a research topic. The essay should not be so "personal" that you don't want to share it with others!

#### **30% Mid-term Exam** (Short essay exam based on lectures and readings)

**20% Participation, Attention and Preparedness** (including a few short non-graded assignments that have to be done on time to receive credit)

#### **40% Your contribution to the class Research Project** ( see separate

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*document on BB --Oral presentation with supporting document describing your personal and small groups' contributions)*

- Assignments and Diversity policy:

All Students may propose alternative assignments that are more conducive to their learning style and are evaluated by the professor to be of equivalent difficulty and correspond to the same learning objectives as the work assigned. *These alternatives and their rationale need to be presented and approved in advance.*

## Other

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### **COURSE OBJECTIVES**

The main objective of this course is to foster critical thinking about one of the most fundamental forms of social categorization, gender, and the relationship of this concept to sex and sexuality.

It is intended that students not only learn about scholarly research (contemporary and historical) but also that they use this material to become more aware of the social, cultural, and historical underpinnings of their own modes of thinking and behaving towards gender and power.

*Analysis* of personal experience will also be called upon as a source of insight, and as a step towards further investigation and elaboration of a research topic. At the same time, understanding the way the scholar's (or apprentice scholar's) personal involvement participates in framing a research subject, and in the interpretation of theoretical works and interpersonal data, is an essential part of the learning process.

The acquisition of both expressive and listening skills depends on the awareness and understanding of one's own immediate or deeper affective reactions to some of the material discussed.