

Updated 2024-01-31

**Course Instructions**

**Gender Psychology**

**7.5 ECTS**

**PS1GEN**

**Spring 2024**

Welcome to the course on gender psychology!

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## **Purpose and content**

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The course provides an introduction to theories and research on sex and gender from a psychological perspective. The course covers a number of areas within psychology to show how sex and gender affects people in a number of areas during their life time. The course discusses societal debates in relation to the field. For example, the evolutionary versus socially constructed nature of sex/gender, binary versus fluid conceptualization of gender identity, and the influence of descriptive and normative gender stereotypes. The course has a social psychological orientation, but incorporates other psychological perspectives and gender theory (e.g., feminism and queer theory). The course provides knowledge of principles within scientific methods that contribute to theory and studies on sex and gender.

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## **Course requirements and learning outcomes**

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Students are assumed to take active responsibility for their studies. In addition to lectures and seminars, the course requires reading at a pace equivalent to full-time over five weeks. The mandatory sessions require active participation. The course combines independent and group-based work.

### **Learning outcomes**

To pass the course, students must demonstrate the ability to utilize theories and empirical findings from research in gender psychology to understand the role of these factors throughout the lifespan.

- Give an account of basic theories and concepts that explain different facets of sex and gender.
- Give an account of and apply specific theories and concepts within the various areas covered during the course.
- Give an account of and critically discuss scientific methods that are used to study different aspects of sex and gender
- Give an account of and analyze how gender psychology can be applied in relation to society and individuals.

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## **The course instruction**

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The course activities include

- Lectures and reading (book chapters are given in the schedule)
- Seminars and working together in study groups (group case study exam)
- Digital exams (multiple choice exam)
- at-home exam (written paper exam)

This is an online-only course, with all lectures and seminars taking place online, via Zoom. Thus, all teaching sessions take place remotely including lectures, seminars, and team work. During each lecture, a specific subtopic in gender psychology will be covered. Participation in the second seminar is mandatory as this is part of the examination. Missing the first seminar is associated with a compensatory task. Please contact the course manager if could not attend this seminar.

During the seminars, students

- a) are introduced to a case study, which includes a written report-assignment (Seminar 1),
- b) present their findings (Seminar 2)

## Reading and attendance

The content is based on course literature and most lectures correspond to a chapter in the course-book. While attendance at lectures is not mandatory, it is strongly recommended, as information both from the course literature and lectures form the basis of the exams.

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## Forms of examination and grading criteria

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The course is examined through (a) digital quizzes, (b) an individually written report and (c) oral presentation of a case study. To receive a final grade, students must have completed all examinations (Students who do not complete all examinations will not receive a course grade). To receive a passing grade (A to E), students must complete and pass all examinations, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level.

Two digital quizzes will be given in the course (20% of the course exam; A-F). To pass the exam, the student needs at least 50% of the total points in the exam. Students who fail will need to retake the entire exam.

The individually written report (60% of the course exam; A-F) is the final exam and covers questions from the course in general. The written report is submitted at the end of the course. It is automatically checked for plagiarism. More instructions on the content and format of the exam are given upon course start.

The group case study (20% of the course exam, A-F) includes a question related to a topical debate or concern about gender. The case study is completed in groups. At the presentation seminar the group presents as a collective, including all members as active speakers.

At least three examination opportunities should be offered within a one-year period. At least one examination opportunity should be offered during the year the course is not provided. Students who have received the grade Fx or F on an exam twice in a row by the same examiner have the right to have another examiner appointed for the next examination, unless there are special reasons to the contrary. A request for this must be made to the department's board.

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## Grading Criteria

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### A - Excellent

The student is able to **describe and explain** central concepts, theories and research in a *nuanced, thorough and relevant* way. Moreover, the student is able to **choose and apply** terms and models with *great insight and confidence*. The student is able to **problematize and evaluate** theory and research in a *convincing and relevant* way. The student is continuously **demonstrates an excellent** understanding of a scientific approach and argumentation. The points from all exams adds up to 90% of the total points.

### B – Very good

The student is able to **describe and explain** central concepts, theories and research in forensic psychology in a *thorough and relevant* way. Moreover, the student is able to **choose and apply** terms and models with *confidence*. The student is able to **problematize and evaluate** theory and research in a *relevant* way. The student is **demonstrates a very good** understanding of a scientific approach and argumentation. The points from all exams adds up to 80-89% of the total points.

### **C – Good**

The student is able to **describe and explain** central concepts, theories and research. Moreover, the student is able to **choose and apply** terms and models with confidence. The student is somewhat able to **problematize** and **evaluate** theory and research. The student is **demonstrates** a good understanding of a scientific approach and argumentation. The points from all exams adds up to 70-79% of the total points.

### **D – Satisfactory**

The student is able to **describe** central concepts, theories and research. Moreover, the student is largely able to **apply** terms and models. The student is to some extent able to **problematize** and **evaluate** theory and research.) The student is **demonstrates** a satisfactory understanding of a scientific approach and argumentation. The points from all exams adds up to 60-69% of the total points.

### **E – Adequate**

The student is on a *basic level* able to **describe** central concepts, theories and research. Moreover, the student is able to **apply** terms and models. The student is demonstrating attempts to problematize and evaluate theory and research. The student is **demonstrates** a *basic* understanding of a scientific approach and argumentation. The sum of points adds up to 50-59 % of the total points.

### **F- Failed**

One or several of the following shortcomings: The student cannot describe central concepts, theories and research in gender psychology. The student cannot choose and apply relevant terms and models to case studies. The student cannot describe central aspects of a scientific approach and argumentation.

#### *f) Supplementary qualification*

*This course does not include any opportunities to complete a supplementary assignment in order to convert the grade Fx into a passing grade.*

Specifications of grading criteria for each of the exams are given at course start.

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## **Cheating and plagiarism**

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### **Cheating and plagiarism**

Stockholm University takes cheating very seriously. Cheating refers to instances where students collaborate in an unauthorized manner, use prohibited aids (such as cheat sheets, unauthorized notes, or mobile phones), or attempt to deceive during examinations. Plagiarism is also considered a form of cheating and involves, for example, a student using their own work (self-plagiarism) or someone else's texts and ideas without correctly referencing the original source in an essay, take-home exam, or other assessment task.

Suspicious of cheating are initially investigated by the department. If the department determines that there is a reasonable suspicion of cheating, the case is reported to the rector, who may then refer the case to the university's Disciplinary Board. Cheating can result in students receiving warnings or being suspended from their studies for up to six months. A suspension is recorded as a temporary interruption of studies and can affect, among other things, student financial aid and the right to student housing. A decision regarding suspension usually takes effect immediately.

As a student, pay attention to the instructions you receive regarding examinations and the applicable rules. Even if you have completed the examination component in a previous semester, conditions may have changed, such as regarding permissible aids or collaborations. The responsibility for understanding and following the given instructions lies with the student. Students who are accused or suspected of deceptive practices during examinations can contact Stockholm University Student Union (SUS) for advice and support as soon as the suspicion of cheating is directed towards them.

If you, as a student, are unsure about the rules and regulations for an examination, reach out to the responsible course instructor. You can find more information about the rules and procedures for disciplinary matters [here](#).

**About chat boxes and examination:** having an AI chatbot write a text that is more or less unedited and submitted as the student's own in an attempt to mislead the examiner. This can be equated with ghostwriting or plagiarism and is considered cheating.

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## Diversity and Inclusion

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All students at Stockholm University are entitled to equal treatment and respect irrespective of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

This means that students should address and interact in respectful ways. Discussions of gender and inclusion can involve personal beliefs of different forms. In a university setting, the questions and debates should be based on scientific grounds.

The class takes place on zoom and is the responsibility of the student to ensure they meet the technical requirements and are able to participate. This includes finding a place in which they can listen and talk without being disrupted by others or disrupting others. When cameras are on, all students should endeavor to use a neutral background if possible (see settings in zoom). In seminars it is mandatory to have the camera on as these occurrences are related with interactions. Come to the zoom-room as you would have come to class.

We will inform more about the standards of communication when the course starts.

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## Course head and lecturers

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## Required reading:

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Bosson. J.K., Buckner. C.E. & Vandello J.A. (2021) *The Psychology of Sex and Gender* - SAGE Publications

Articles: can be added

### Web-pages of interest.

- World Economic Forum, Global Gender Gap Report  
<https://www.weforum.org/publications/global-gender-gap-report-2023/in-full/benchmarking-gender-gaps-2023/>
- EIGE, Gender Equality Index Europe: <https://eige.europa.eu/gender-equality-index/2023/SE>
- APA (American Psychological Association) Division 44: Psychology of Sexual Orientation and Gender Diversity. <https://www.apa.org/about/division/div44>
- Webpage about prejudice from a social psychology perspective:  
<https://secure.understandingprejudice.org/>

### APA (American Psychology Association) Podcasts "Speaking of Psychology"

- **The history of LGBTQ psychology from Stonewall to now, with Peter Hegarty, PhD**
  - <https://www.apa.org/news/podcasts/speaking-of-psychology/stonewall>
- **Does diversity training work? With Calvin Lai, PhD**
  - <https://www.apa.org/news/podcasts/speaking-of-psychology/diversity-training>
- **Speaking of Psychology: Helping transgender people thrive, with Anneliese Singh**
  - <https://www.apa.org/news/podcasts/speaking-of-psychology/helping-transgender>
- **How masculinity can hurt mental health, with Wizdom Powell, PhD, MPH**
  - <https://www.apa.org/news/podcasts/speaking-of-psychology/men-boys-health-disparities>
- **The challenges faced by women in leadership, with Alice Eagly, PhD**
  - <https://www.apa.org/news/podcasts/speaking-of-psychology/women-leadership-challenges>
- **New Perspectives on Transgender Youth with Diane Chen, PhD**
  - <https://www.apa.org/pubs/highlights/podcasts/episode-29>