Aim of the course

Aim of the course is: to analyse how social construction of gender organises social and interpersonal relations as well as to introduce the most important social psychological research paradigms on sexism. The course examines the gender-related belief-systems, gender role expectations, different types of sexism, family and school socialization of gender roles as well as sex based discrimination in school and workplace context. While discussing the explanations of gender differences and their reproduction, the course gives an introduction into some critical and culturally sensitive theories that focus on the power relations between the sexes and their effects on career and politics. The course draws attention to the significance of gender-mainstreaming and methods of gender prejudice reduction as well.

Learning outcome, competences

knowledge:
- is acquainted with the most important theoretical approaches and concepts on social construction of gender
- is familiar with the different conceptualizations and measures of sexism
- is familiar with the basic criteria of programs and trainings aiming at promoting diversity

attitude:
- understands the different individual and social experiences resulted by gender inequalities and prejudices
- is able to critically analyse mechanism resulting and maintaining unequal opportunities of men and women in organizations
- respects human rights and human dignity

skills:
- is able to differentiate between essentialist gender prejudices and stereotypes and their consequences
- is ablte to reflect at own gender stereotypes and prejudices
- is able to reflect at own privileges and social disadvantages based on sex categorization

Content of the course

Topics of the course

- Introduction
- Understanding gender
- Dominance and interdependence
- Development of gender relations
- Content and origins of gender stereotypes
- Descriptive and prescriptive stereotyping
- Self-sustaining prophecies

- Obstacles to gender conformity
- Sexism in the workplace
- Love, romance, and sex
- Gender and violence
- Poster presentation
- Final test

Learning activities, learning methods

- essay writing (experince of taking gender and homosexuality related IATs)
- lectures
- small group discussion
- own research, poster presentation and essay

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

Requirements
- 10 % short essay
- 40 % poster presentation and essay
- 50 % test

mode of evaluation: complex (written and oral)

criteria of evaluation:
- adequate knowledge of the literature
- application of the theoretical knowledge for analysing examples of gender prejudices and stereotypes

Reading list

Compulsory reading list

- textbook: Rudman, L.A. & Glick, P. The Social Psychology of Gender. How Power and Intimacy Shape Gender Relations. The Guilford Press, 2008

Recommended reading list

- Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press
- Becker, J. C. – Wagner, U. (2009) Doing gender differently - The interplay of strength of gender identification and content of gender identity in predicting women's endorsement of sexist beliefs. *European Journal of Social Psychology*, 39, 487–508.
- Glick, P. & Whitehead, J. (2010) Hostility Toward Men and the Perceived Stability of Male Dominance. *Social Psychology,* Vol. 41.3.177–185.
- Eckes, T. (2002). Paternalistic and envious gender stereotypes: Testing predictions from the stereotype content model. *Sex Roles*, 47(3-4), 99-114.

- Lee, T. L., Fiske, S. T., Glick, P., & Chen, Z. (2010). Ambivalent sexism in close relationships:(Hostile) power and (benevolent) romance shape relationship ideals. *Sex Roles*, *62*(7-8), 583-601.
- Masser, B., Viki, G. T., & Power, C. (2006) Hostile sexism and rape proclivity amongst men. *Sex Roles*, *54*(7-8), 565-574.
- Loughnan, S., Pina, A., Vasquez, E. A., & Puvia, E. (2013). Sexual objectification increases rape victim blame and decreases perceived suffering. *Psychology of Women Quarterly*, *37*(4), 455-461.
- Koenig, A.M. & Richeson, J.A. (2010) The Contextual Endorsement of Sexblind Versus Sexaware Ideologies. *Social Psychology,* Vol. 41.3.186–191.
- Becker, J. C., & Swim, J. K. (2011). Seeing the Unseen Attention to Daily Encounters With Sexism as Way to Reduce Sexist Beliefs. *Psychology of Women Quarterly*, 35(2), 227-242.
- Diekman, A. B., & Steinberg, M. (2013). Navigating social roles in pursuit of important goals: A communal goal congruity account of STEM pursuits. *Social and Personality Psychology Compass*, *7*(7), 487-501.
- McIntyre, R. B., Lord, C. G., Gresky, D. M., Ten Eyck, L. L., Frye, G. J., & Bond Jr, C. F. (2005). A social impact trend in the effects of role models on alleviating women's mathematics stereotype threat. *Current Research in Social Psychology*, *10*(9), 116-36.