

DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: INTRODUCTION TO PSYCHOLOGY OF GENDER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
DSE-9 Introduction to Psychology of Gender	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to define and evaluate gender as a social construct.
- To understand the ways in which gender, power, privilege, and oppression play out across a range of human experiences.

Learning Outcomes

After completing this course, the student will be able to:

- Examine the growth of gender as a construct in psychological research.
- Critically analyse the different perspectives highlighting the development of the concept of gender.
- Reflect on issues and challenges based on gender and identity.
- Apply the principles of equality and equity in various facets of life.

SYLLABUS OF DSE-9

UNIT 1

(9 Hours)

Conceptualizing gender: Social construction of gender; Historical understanding of gender in psychology

UNIT 2

(12 Hours)

Theoretical perspectives of gender development: Psychoanalytic, Cognitive-developmental, Gender Schema, Biological, Social Cognitive Theory

UNIT 3

(12 Hours)

Gender based issues and challenges: Discrimination against gender spectrum.

UNIT 4

(12 Hours)

Current frontiers in psychology of gender: Promoting equality and equity; Gender neutral parenting; Gender similarities hypothesis

Tutorial component

(15 Hours)

Suggested Tutorial Activities:

- Literature review on topics such as gender diversity, POSH Act, gender neutral parenting etc.
- Movie screening and discussion on gender roles
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Find and write about an NGO which work towards gender empowerment.
- Case study analysis of cultural differences in gender role perception.
- Book review

Practical component – NIL

Essential/recommended readings

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: evaluating the Girl Rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy? *Gender & Development*, 24(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.

Suggestive readings

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, 10(2), 137-153.

Bhasin, K. (2000). *Understanding gender*. Kali for women.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: beyond rhetoric*. Oxfam.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.