

**DISCIPLINE-SPECIFIC ELECTIVE COURSE DSE-8 PSYCHOLOGY OF GENDER**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

<b>Course Title &amp; Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Pre-requisite of the Course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/Practice</b>		
<b>DSE - 8 PSYCHOLOGY OF GENDER</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Basic knowledge of Introductory Psychology</b>

**Learning Objectives**

After doing this course the student will be able:

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

**Learning outcomes**

- Examine the growth of gender as a construct in psychological research and its methods.
- Critically analyse the different perspectives highlighting the development of the concept of gender in a child.
- Reflect on issues and challenges faced by women, men and LGBTQ+ communities and their resulting mental health outcomes.
- Develop gender sensitivity and learn to apply the principles of promoting equality and equity in various facets of life.

**SYLLABUS OF DSE- 8**

**UNIT - I**

**(9 hours)**

Conceptualizing Gender: Social construction of gender; History of gender in psychology; Common features of feminist research methodology.

**UNIT - II**

**(12 hours)**

Theories of Gender Development: Psychoanalytic, Cognitive-developmental, Gender schema, Biological and Social Cognitive Theory.

**UNIT - III**

**(12 hours)**

Gender Heterogeneity: Issues and Challenges: Discrimination against gender spectrum, Gender based violence; Mental health concerns.

**UNIT - IV** **(12 hours)**

Current Frontiers in Psychology of Gender; Gender Sensitization; Prevention of sexual harassment; Promoting equality and equity; Gender neutral parenting.

**Practical component—Nil**

**Tutorial component** **(15 hours)**

**Suggestive Tutorial Activities** (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Literature review on topics such as LGBTQ community in India, Sexual harassment at workplace, gender neutral parenting etc.
- Movie screening and discussion based on themes of diversity issues and gender
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Tracing the activities of an NGO who is working towards gender empowerment.
- Group projects and/or based on gender based concerns.
- Case study analysis of an Indian case around the themes of gender.

**Essential/Recommended Readings**

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.

Haig, B. D. (1997). Feminist research methodology. In J.P. Keeves (Ed.), *Educational research methodology and measurement: An international handbook* (2<sup>nd</sup> ed.). Pergamon.

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

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.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer affirmative counselling practice – A resource book of Mental health practices in India*, Mumbai: Mariwala Health Initiative.

Sharma, M. (2019). Ambedkar's feminism: Debunking the myths of Manu in a quest for gender equality. *Contemporary Voice of Dalit*, 11(1), 17-24.

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.

### **Suggestive Readings**

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

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

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

Dawar, B.V. & Ravindran, T.K.S. (2015). *Gendering Mental Health: Knowledges, identities and institutions*. Oxford University Press.

Hesse-Biber, S. N. (Ed.). (2011). *Handbook of feminist research: Theory and praxis*. SAGE publications.

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

Mills, M. (2010). Gender roles, gender (in) equality and fertility: An empirical test of five gender equity indices. *Canadian Studies in Population [ARCHIVES]*, 37(3-4), 445-474.

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.

Parri, M., & Ceciliani, A. (2019). Best Practice in PE for gender equity-A review. *Journal of Physical Education and Sport*, 19, 1943-1952.

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.**