**GAU, Faculty of Humanities**

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| **Course Unit Title** | Gender Issues |
| **Course Unit Code** | PSY 449 |
| **Type of Course Unit**  | Elective |
| **Level of Course Unit**  | Fourth year, Bachelor’s Degree  |
| **National Credits** | 3 |
| **Number of ECTS Credits Allocated** | 6 ECTS |
| **Theoretical (hour/week)** | 2 |
| **Practice (hour/week)** | 1 |
| **Laboratory (hour/week)** | - |
| **Year of Study** | 3 |
| **Semester when the course unit is delivered** | 7 |
| **Mode of Delivery**  | Face to Face, E-Learning activities |
| **Language of Instruction**  | English |
| **Prerequisites and co-requisites**  | None  |
| **Recommended Optional Programme Components**  | None |
| **Objectives of the Course:**This course explores intersections and conflict between gender and education, investigating how gender complicates disciplinary knowledge (and vice versa), the (de)constructing and reinforcing of genders (via science and schooling), and ways gender troubles negotiation of disciplines. Implications for teaching, society, and social justice, as well as relationships among different cultural categories, will be explored. Students have an “alternate field placement” and will be expected to make connections between course concepts and these placement experiences. The class is not a methods course and is not meant to provide you with “right” answers that you are expected to adopt. You are encouraged to question and challenge – in constructive and inviting ways – what is read, said, seen, and heard |
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| **Learning Outcomes** |  |
| When this course has been completed the student should be able | Assessment. |
| 1 |  to think critically and creatively and to conduct self-directed learning projects  | 1,2 |
| 2 | to work effectively and collaboratively with diverse groups | 1,2,3 |
| 3 | to understand diverse perspectives, different philosophies, and how different cultures and groups relate | 1,2,3 |
| 4 | to integrate and synthesize knowledge | 1,2 |
| 5 | to communicate clearly, concisely and effectively both in writing and speaking tasks | 1 |
| 6 |  to demonstrate knowledge of self in diverse cultural contexts | 1,2,3 |
| 7 |  to acquire knowledge in a variety of scholarly modes and contexts | 2,3 |
| Assessment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work |
| **Course’s Contribution to Program** |
|  |  | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | 3 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | 3 |
| 4 | Ability to apply psychological content and skills to career goals. | 4 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | 3 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | 4 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | 4 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | 4 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | 3 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | 3 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | 2 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) |

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| **Course Contents** |
| Week |  |  | Exam**s** |
| 1 |  | Introducing Women, Gender, Sexuality Studies |  |
| 2 |  | Thinking about Gender, Sexuality and Culture |  |
| 3 |  | Key Concepts and Theoretical Frameworks (Difference, Experience, Performance, Intersectionality) |  |
| 4 |  | Discussions |  |
| 5 |  | Presentation  |  |
| 6 |  | Contemporary Contestations – Hip Hop Feminism |  |
| 7 |  | Contemporary Contestations – Intersex and Transgender Movements | Quiz |
| 8 |  | Midterm | Mid Term |
| 9 |  | Reproductive and Family Politics |  |
| 10 |  | Sports, Bodies, Biologies |  |
| 11 |  | Law and Human Rights - Part 1 |  |
| 12 |  | Law and Human Rights - Part 11 |  |
| 13 |  | Presentations  |  |
| 14 |  |  | Quiz |
| 15 |  |  | Final |
| **Recommended Sources** |
| **Textbook:** The Developmental Social Psychology of GenderBy Thomas B. Eckes, Hanns M. TrautnerLewis, Stephen (2005) “Women: Half the world, barely represented”, in Race Against TimeAdditional lecture notes will be provided |
| **Assessment** |
| Attendance | 10% |  |
| Laboratory | % |  |
| Midterm Exam (Written) | 30% |  |
| Quiz (Written) | 10% |  |
| Final Exam (Written) | 50% |  |
| Total | 100% |  |
| **ECTS Allocated Based on the Student Workload** |
| Activities | Number  | Duration (hour)  | Total Workload(hour) |
| Course duration in class (including the Exam week)  | 15 | 3 | 45 |
| Labs and Tutorials |  |  |  |
| Assignments | 3 | 8 | 24 |
| Project/Presentation/Report Writing  | 10 | 1 | 10 |
| E-learning Activities |  |  |  |
| Quizzes | 1 | 10 | 10 |
| Midterm Examination | 1 | 14 | 14 |
| Final Examination | 1 | 28 | 28 |
| Self Study  | 14 | 3 | 42 |
| Total Workload  | 173 |
| Total Workload/30 (h) | 5.76 |
| ECTS Credit of the Course | 6 |