

Plan of course description (syllabus resume)

Name of the course	Gender psychology of communication
Department responsible for the course or equivalent	Academy of Psychology and Educational Sciences
Lecturer (name, academic title, e-mail)	Vorontsov Dmitry Vladimirovich, Candidate of Science in Psychology, Associate Professor, dmvorontsov@sfedu.ru
Period when the course unit is delivered	Year 1, term 1 (full time and part-time)
Teaching hours per week	8
Level of course unit	Master level
ECTS credits	5
Admission requirements	all applicants must demonstrate the knowledge of English language at the level high enough to follow the curriculum during the lectures and collaborate with a teacher and each other during practical training; all applicants must know basic concepts and research methods in social sciences, paradigms of social psychology and social sciences. all applicants must have following skills: finding the relevant sources in the Internet, use of electronic libraries; finding out sense of social actions; reading academic texts.
Course objectives (aims)	1. To explain gender and sexuality phenomena. 2. To get knowledge of the basic concepts and value constructs of gender theory. 3. To give socio-psychological explanations of relational phenomena from the gender theory point of view. 4. To handle tools for appropriate psychological assessment of gender and gender linked phenomena.
Course contents	1. History of gender studies 2. Theoretical and methodological grounds of gender studies 3. Essentialist conceptualizations of gender 4. Social constructionist conceptualizations of gender 5. Performative gender theory by J. Butler 6. Gender identity 7. Social psychological aspects of masculinity and femininity 8. Psychological measuring and assessment of gender
Learning outcomes	The process of training is aimed at forming the following competence (in accordance with the requirements of Federal Educational Standard of Higher Education of Russian Federation (3++) and Educational Standard of Southern Federal University in the field of study 37.04.01 Psychology): Professional competence # 2 – the ability to administer, organizationally and procedurally, monitoring and assessment of psychological safety and well-being in different social domains.
Planned learning activities	Full time mode of study: lectures – 16 hours, practical training – 32 hours,

	<p>consultation – 22 hours, students’ independent studies – 74 hours, evaluation and assessment (examination) – 36 hours.</p> <p>Part-time mode of study: lectures – 14 hours, practical training – 28 hours, consultation – 14 hours, students’ independent studies – 88 hours, evaluation and assessment (examination) – 36 hours.</p>
Teaching methods	<ol style="list-style-type: none"> 1. Problem-based learning (PBL), case studies. 2. Interactive learning technologies: Socratic dialogue, analyzing everyday life interactions between and within genders, colloquiums. 3. Self-managed learning: essays and projects. 4. Critical thinking.
Assessment methods and criteria	<p>Students’ achievements are assessed by means of grades and rating system. The final assessment including the results of midterm assessment (not more than 60 points) allows to get the following grades:</p> <p>“excellent” – 85-100 points; “good” – 71-84 points; “satisfactory” – 60-70 points.</p> <p>If a student gets less than 60 points, the course is not mastered.</p>
Course literature (recommended or required)	<p>Basic:</p> <p>Bem S.L. The lenses of gender: Transforming the debate on sexual inequality. New Haven and London: Yale University Press, 1993.</p> <p>Chrisler J.C., McCreary D.R. (eds.) Handbook in gender research in psychology. Vol. 2 Gender Research in Social and Applied Psychology. N.Y.: Springer, 2010</p> <p>Rudman L. A., Glick P. The social psychology of gender: How power and intimacy shape gender relations. – N.Y.: The Guilford Press, 2008.</p> <p>Additional:</p> <p>Blakemore J.E.O., Berenbaum S.A., Liben L.S. Gender development. – N.Y.: Psychology Press; Tailor and Francis Group, 2009.</p> <p>Kelly G.F. Sexuality Today: the human perspective. Boston Mass.: McGraw-Hill, 2011.</p> <p>Laquer T. Making Sex. Body and Gender from the Greeks to Freud. Cambridge: Harvard Univ. Press. 1999.</p> <p>Periodicals:</p> <ul style="list-style-type: none"> – Glasser H.M., Smith J.P. On the Vague Meaning of “Gender” in Education Research: The Problems, Its Sources, and Recommendations for Practice // Educational Researcher. 2008. 37:343 – Hird M. Gender’s nature: Intersexuality, transsexualism and the “sex/gender” binary // Feminist Theory. 2000; 1: 347. – Owens T.J., Robinson D.T., Smith-Lovin L. Three faces of identity // Annu. Rev. Sociol. 2010. 36:477-499
Additional information	This discipline is closely interconnected with all disciplines

	<p>of specialization and provides training for graduates to work as a psychologist in educational institutions of primary, secondary and higher education, in the system of additional education and vocational training, in research centers, as well as practical (advisory and psychological correctional and other) psychologist.</p> <p>The competencies, knowledge and skills acquired during the study of the discipline are fundamental for further training at the postgraduate level in the direction of 37.06.01 – Psychology and for further practical work as a psychologist.</p>
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