

The Psychology of Gender and Sexuality

Module title										
The Psychology of Gender and Sexuality										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number/reference		ECTS Value		Duration				
8				5		12 weeks				
Parent programme(s) . Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				1		2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2.3						
Pre-requisite module title(s) (if any)										
Co-requisite module title(s) (if any)										
Is this a capstone module? (Yes or No)				No						
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture Hall, small group-work room; Library; IT Resources such as Moodle, Microsoft PowerPoint and Screens										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher/learn	Hours	Minimum ratio teacher/learn	Hours	Minimum ratio teacher/learn					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

<p>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</p>	<p>The rationale for including this module is that gender and sexuality permeate our lives and have a profound influence on who we are and what we feel, think and do. By studying this module, the learner will learn about gender differences, real and imagined, the cause of these differences, and how they influence the lives of men and women in a variety of contexts. This module provides a fundamental and wide-ranging introduction to different psychological approaches to this field. The learner will also engage with the various means by which gender and sexuality issues can be studied in psychology. Core literature on these topics will be read and discussed during weekly lectures and the learner will be encouraged to form an opinion about the various issues, as well as to discuss their practical implications and potential solutions to some of the problems discussed.</p> <p>The module reviews both traditional and current theorisation, reflecting the contradictory approaches that try to explain how gender and sexuality are acquired, their impact on identity, and their influence on life-styles, life-opportunities and life-choices. This module on gender and sexuality is unique in providing a comprehensive introduction to both gender and sexuality. Using examples that are highly relevant to today's generation of learners, it encourages the learner to explore the implications of the various theoretical approaches for men and women and their relationships with each other.</p>
<p>Module Aims and Objectives</p>	<p>This module focuses on gender and sexuality from a variety of theoretical perspectives in psychology. The aims and objectives of this module are to examine critically the way in which gender has been studied within psychology. The module aims to give a critical understanding of the issues and key debates in the area and of how these debates have been influenced by research conducted across a range of sub-disciplines in psychology. Some questions that will be examined are: What are the political implications of studying gender? Is there a difference between sex and gender? How are men and women portrayed in the media? How large are actual gender differences? Where do gender differences come from? To what extent is gender based on nature or nurture? What is gender identity? What do these approaches have to offer us in understanding our own gender and sexuality, our life experiences and our relationships? The aim of the module is to investigate these debates with an in-depth consideration of a range of areas in which gender research has been conducted, such as power, leadership, self-concept, sexuality, and health. The learner will be encouraged to engage in a critical evaluation of the debates that are covered and to apply this analysis to their everyday experience of gender. The module investigates gender difference research and its limitations, whilst focusing on sexualities and development of gender identities across the lifespan. The learner will</p>

	<p>consider several areas where the psychology of gender and sexuality intersects with topics such as education, sex crimes and body image, in contemporary society.</p>
<p>Minimum Intended Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the role of psychology in creating and maintaining ideas about gender and sexuality. (MIPLO 1, 2, 4, 5, 6) 2. Illustrate the key issues and debates in the field, in particular the nature/nurture debate, the controversy over the political implications of studying gender differences and the question of how large the differences between men and women are. (MIPLO 1, 2, 4, 5, 6) 3. Critically discuss the alternatives to mainstream psychology, and the different characterisations they present of gender and sexuality. (MIPLO 1, 2, 4, 8) 4. Reflect on the need for multiple theoretical perspectives to understand complex phenomena relating to gender and sexuality. (MIPLO 2, 5, 7, 8)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module Moodle page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 12 weeks the learner will cover topic such as:</p> <p>Introduction and Overview</p> <ul style="list-style-type: none"> • Biological Paradigms of Gender and Sexuality • Sex Differences and Physiology • Sex Differences in Brain Architecture <p>Social and Cultural Paradigms in Gender and Sexuality</p> <ul style="list-style-type: none"> • Mainstream Psychological Approaches to Gender and Sexuality • Bio-Psycho-Social Views of Gender and Sexuality • Key Debates Include the Nature Versus Nurture Debate • Stable Versus Malleable Gender Differences • Prescriptive Versus Descriptive Gender Stereotypes <p>Perspectives in Psychology Towards Sex and Gender,</p> <ul style="list-style-type: none"> • Essentialist and Constructionist Accounts of Sex and Gender. • Internalising the External • Meta Analytical Techniques and Evidence About Sex Differences • Gender Stereotyping • The Contribution of Anthropology <p>The Challenges to Mainstream Approaches</p> <ul style="list-style-type: none"> • Liberatory Challenges

	<ul style="list-style-type: none"> • Feminist Challenges • Postmodern Challenges • Feminism and Psychology • The Range of Feminist Perspectives <p>Historical Antecedents of Sex and Gender Within Psychology.</p> <ul style="list-style-type: none"> • Queer Theory • Liberal Humanism • Humaneering • Implications for Gender and Sexuality • Liberalism and Women’s Sexuality <p>Applications of a Critical Approach to Gender and Sexuality</p> <ul style="list-style-type: none"> • Domains of Professional Practice: Mental Health • Education • The Criminal Justice System • Applied Aspects: Gender in the Workplace • Gender and Health • Gender in the Media
<p>Module Teaching and Learning (including formative assessment)Strategy</p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer/tutor with teaching and/or research competence in the relevant area.</p>
<p>Module Summative Assessment Strategy</p>	<p>100% Continuous Assessment:</p> <p>The assessments for this module includes:</p> <p>(A) Group presentation on a topic related to the psychology of gender and sexuality, for example, The Bio-Psycho-Social Views of Gender and Sexuality (40%)</p> <p>(B) 1750 word essay on the psychology of gender and sexuality-60%</p>
<p>Sample Assessment Materials</p>	<p>(A) Group Presentation:</p> <p>This module will ask the learners (in groups of three or four) to provide a 20-minute presentation based on a topic related to the psychology of gender and sexuality, for example, The Bio-Psycho-Social Views of Gender and Sexuality.</p>

This assessment addresses MIPLOs 1, 2, 3 and 4.

This presentation will be equivalent to 1,000 – 1,250 words and should take at least seven-eight hours of learner effort. The guidelines involve:

1. Adhering to APA formatting within the presented work.
2. Work must be proof-read for spelling and grammatical errors.
3. Include a Title page for the presentation and a separate page of references.
4. Employing a discursive and critical approach to the topic.
5. Using a balanced, objective approach to the question outlined.
6. Do not refer to “I” in this work, instead write in the third party.
7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.
8. As this is a presentation, learners must ensure that their slides are not overly cluttered and are clearly legible, while still demonstrating an appropriate depth and breadth of reading.
9. Communicate clearly and effectively.

This work is worth 40% of the Continuous Assessment and is graded as follows:

- Structure (Guidelines 1 – 3) is worth 10%.
- Academic understanding and ability as per Guidelines 4 – 6 is worth 20%.

The remaining 10% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 - 9).

(B) Essay

Sample Essay Title:

Discuss the key issues relating to the political implications of studying gender differences, with specific reference to the nature/nurture debate in psychology. Support your answer with relevant psychological studies.

The essay will have a word limit of 1,750 words and should take at least eight-nine hours of learner effort. The guidelines involve:

1. Adhering to APA formatting within the presented work.
2. Using a discursive and critical approach to the topic.
3. Using a balanced, non-judgemental and person-first approach.
4. Using TNR font size 12 with 1.5 line-spacing
5. Work must be proof-read for spelling and grammatical errors.
6. Adhering to APA citation and referencing style.
7. Up to 10 references from reputable sources are required
8. Include a separate Cover Page and Reference Page
9. All work should introduce and map-out the work as well as a strong conclusion.
10. Do not refer to ‘I’ in this work, instead write in the third party.

The essay is worth 60% of the CA and is graded as follows:

- Structure (Guidelines 3-8) is worth 20%

	<ul style="list-style-type: none"> • Academic understanding and ability as per Guidelines 1 and 2 is worth 20% • The remaining 20 % is awarded for content, comprehension and excellent flow to the work. <p>Learners will adhere to the APA Referencing system.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Core Reading: Clarke, V. (2010). <i>Lesbian, Gay, Bisexual, Trans and Queer Psychology: An Introduction</i>. UK: Cambridge University Press.</p> <p>Hayfield, N. (2020). <i>Bisexual and pansexual identities: Exploring and challenging invisibility and invalidation (Gender and sexualities in psychology)</i>. New York: Routledge.</p> <p>Helgeson, V. S. (2020). <i>Psychology of gender</i> (6th ed.). New York: Routledge.</p> <p>Wood, G. (2018). <i>The psychology of gender: The psychology of everything</i>. New York: Routledge.</p> <p>Online/Digital Resources: Google Scholar EBSCO Digital Journal Resource Educational Ted Talks/YouTube Videos</p> <p>Journal articles will also be employed from journals:</p> <p><i>Gender and Society</i> <i>Politics and Gender</i> <i>Gender, Place and Culture</i> <i>Journal of Gender Studies</i> <i>Gender and Education</i> <i>Gender and Society</i> <i>Culture, Health and Sexuality</i> <i>Sexuality Research and Social Policy</i> <i>Sexuality and Disability</i>.</p> <p>Other Reading: Articles and studies uploaded to Moodle by the module Lecturer.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with Projector, PowerPoint, DVD and internet access.</p>