



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Gender Psychology	7320102084	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 21, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Siti Jaro'ah, M.A.	Siti Ina Savira, S.Psi., M.EdCp.			Yohana Wuri Satwika, S.Psi., M.Psi.		

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Work together and have social sensitivity and concern for society and gender issues.																																																																																																				
	PO - 2	Able to analyze the influence of gender on behavior and relationships between people, and able to analyze gender assumptions and gender bias in society using basic theoretical concepts and psychological assessments.																																																																																																				
	PO - 3	Able to compose scientific writing in accordance with the rules of scientific writing regarding gender psychology topics																																																																																																				
	PO - 4	Able to provide alternative problem solutions to various gender problems that arise in everyday life																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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Short Course Description	This course discusses gender and its problems, gender construction and the factors that influence it, theories of gender identity formation, perspectives on gender differences, gender and education, gender and mental health, gender and violence, gender and sexuality.
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References	Main :
	<ol style="list-style-type: none"> 1. Helgeson, V.S. 2017. Psychology of Gender (5th Ed). Routledge. 2. Rudman, L.A. & Glick, P. 2021. The Social Psychology of Gender: How Power and Intimacy Shape Gender (2nd Ed). The Guilford Press. 3. Lips, H.M. 2017. A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed). Waveland Press, Inc. 4. Else-Quest, N.M. & Hyde, J.S. 2018. The Psychology of Women and Gender: Half The Human experience (9th Ed). Sage Publication, Inc.
	Supporters:

1. Hines, M. (2020). Neuroscience and Sex/Gender: Looking Back and Forward. *The Journal of Neuroscience*, 40(1), 37-43.
2. Ellemers, N. (2017). Gender Stereotypes. *Annual Review of Psychology*, 19.1-19.24, <https://doi.org/10.1146/annurev-psych-122216-011719>
3. Lu, L., Kao, S.F. Chang, T.T., & Cooper, C.L. (2020). Gender Diversity and Work-Life Conflict in Changing Times. *International Journal of Environmental Research and Public Health*, 17, 9009; doi:10.3390/ijerph17239009
4. Barnett, M.D., Sligar, K.B., & Wang, C.D.C. (2018). Religious Affiliation, Religiosity, Gender, and Rape Myth Acceptance: Feminist Theory and Rape Culture. *Journal of Interpersonal Violence*, 33(8), 1219-1235. <https://doi.org/10.1177/0886260516665110>
5. Nagoshi, J.L., Brzuzy, S., & Terrel, H.K. (2012). Deconstructing the complex perceptions of gender roles, gender identity, and sexual orientation among transgender individuals. *Feminism & Psychology*, 22(4), 405-422, doi: 10.1177/0959353512461929
6. Matud, M.P., Lopez-Curbelo, M., & Fortes, D. (2019). Gender and Psychological Well-Being. *International Journal of Environmental Research and Public Health*, 16, 3531; doi:10.3390/ijerph16193531
7. Lu, Y.C., Walker, R., Richard, P., & Younis, M. (2019). Inequalities in Poverty and Income between Single Mothers and Fathers. *International Journal of Environmental Research and Public Health*, 17, 135; doi:10.3390/ijerph17010135
8. Chiao, J.Y., Bowman, N.E., & Gill, H. (2008). The Political Gender Gap: Gender Bias in Facial Inferences that Predict Voting Behavior. *PLoS ONE*, 3(10), e3666. doi:10.1371/journal.pone.0003666

Supporting lecturer
 Nurchayati, S.Psi., M.A., Ph.D.
 Vania Ardelia, S.Psi., M.Sc.
 Siti Jaro'ah, S.Psi., M.A.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand and explain the meaning of gender and the history of gender development.	1.Students can explain the concept of gender 2.Students can relate gender concepts to everyday phenomena	Criteria: 1.answer gender concept questions completely and correctly 2.provide contextual examples in everyday life of gender concepts Form of Assessment : Participatory Activities	Direct Instruction 2 X 50		Material: Understanding and history of the development of gender psychology. Reference: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge.	3%
2	Students are able to analyze gender concepts and the history of gender development.	1.Students can describe the history of gender development in the world 2.Students can describe the history of gender development in Indonesia	Criteria: 1.answer gender concept questions completely and correctly 2.provide contextual examples in everyday life related to gender concepts Form of Assessment : Participatory Activities	Direct Instruction 2 X 50		Material: Understanding Gender Psychology, and History of Gender Development Reference: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge.	3%
3	Students are able to evaluate perspectives of gender differences: biological, psychological, sociological.	1.Students can describe gender differences: from biological, psychological and sociological perspectives. 2.Students can criticize perspectives on gender differences: biological, psychological and sociological	Criteria: 1.answer questions on gender differences perspectives completely and correctly 2.justify/blame the perspective of gender differences associated with everyday life Form of Assessment : Participatory Activities	Synchronous Direct Instruction 2 X 50		Material: Perspectives on Gender Differences References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge. Material: Perspectives on Gender Differences References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i> . Waveland Press, Inc. Material: Gender differences in terms of neuroscience References: Hines, M. (2020). <i>Neuroscience and Sex/Gender: Looking Back and Forward. The Journal of Neuroscience</i> , 40(1), 37-43.	3%

4	Students are able to analyze theoretical approaches to gender identity development.	<ol style="list-style-type: none"> 1.Students can explain the theory of gender identity development 2.Students are able to relate the theory of gender identity development to cases in everyday life. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions about the theory of gender identity development completely and correctly 2.provide contextual examples in everyday life related to the development of gender identity <p>Form of Assessment : Participatory Activities</p>	Direct Instruction 2 X 50		<p>Material: Theoretical approaches related to gender identity development References: <i>Helgeson, VS 2017. Psychology of Gender (5th Ed). Routledge.</i></p> <hr/> <p>Material: Theoretical approaches related to gender identity development References: <i>Lips, HM 2017. A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed). Waveland Press, Inc.</i></p> <hr/> <p>Material: Theoretical approaches related to gender identity development References: <i>Else-Quest, NM & Hyde, JS 2018. The Psychology of Women and Gender: Half The Human experience (9th Ed). Sage Publications, Inc.</i></p>	3%
5	Students are able to analyze theoretical approaches to gender identity development.	<ol style="list-style-type: none"> 1.Students can explain the theory of gender identity development 2.Students are able to relate the theory of gender identity development to cases in everyday life. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions about the theory of gender identity development completely and correctly 2.provide contextual examples in everyday life related to the development of gender identity <p>Form of Assessment : Participatory Activities</p>	Direct Instruction 2 X 50		<p>Material: Theoretical approaches related to gender identity development References: <i>Helgeson, VS 2017. Psychology of Gender (5th Ed). Routledge.</i></p> <hr/> <p>Material: Theoretical approaches related to gender identity development References: <i>Lips, HM 2017. A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed). Waveland Press, Inc.</i></p> <hr/> <p>Material: Theoretical approaches related to gender identity development References: <i>Else-Quest, NM & Hyde, JS 2018. The Psychology of Women and Gender: Half The Human experience (9th Ed). Sage Publications, Inc.</i></p>	4%
6	Students are able to evaluate the differences between women and men: psychological and social factors.	<ol style="list-style-type: none"> 1.Students are able to describe the psychological and social factors that differentiate women and men 2.Students are able to criticize psychological and social differences between men and women 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer the question of differences between men and women based on psychological and social factors completely and correctly 2.justify/blame the psychological and social differences between men and women in everyday life logically and with foundation <p>Form of Assessment : Participatory Activities</p>		Synchronous Direct Instruction 2 X 50	<p>Material: Differences between men and women based on psychological and social factors Reference: <i>Helgeson, VS 2017. Psychology of Gender (5th Ed). Routledge.</i></p>	3%

7	Students are able to evaluate the differences between women and men: psychological and social factors.	<ol style="list-style-type: none"> 1.Students are able to describe the psychological and social factors that differentiate women and men 2.Students are able to criticize psychological and social differences between men and women 	Criteria: <ol style="list-style-type: none"> 1.answer the question of differences between men and women based on psychological and social factors completely and correctly 2.justify/blame the psychological and social differences between men and women in everyday life logically and with foundation Form of Assessment : Participatory Activities	Direct Instruction 2 X 50		Material: Differences between men and women based on psychological and social factors Reference: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge.	3%
8	MIDDLE SEMESTER EXAMINATION (UTS)	Can answer questions correctly	Criteria: Answer the question correctly and you will get a mark according to the weight of the question Form of Assessment : Test	Written Test 2 X 50		Material: Meeting Material 1-7 References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge.	20%
9	Understand the influence of stereotypes and gender in individuals' lives	<ol style="list-style-type: none"> 1.Students are able to describe the influence of stereotypes and gender on personal development and social relationships 2.Students are able to relate the concept of gender stereotypes to cases in everyday life 	Criteria: <ol style="list-style-type: none"> 1.analyze cases of gender stereotypes and relate them to gender psychology theory precisely and in depth 2.criticize gender stereotyping practices in everyday life and their impacts in a logical and well-founded manner Form of Assessment : Participatory Activities	Small Group Discussion Case Study 2 X 50		Material: Gender and Stereotypes References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge. Material: Gender and Stereotypes References: Rudman, LA & Glick, P. 2021. <i>The Social Psychology of Gender: How Power and Intimacy Shape Gender (2nd Ed)</i> . The Guilford Press. Material: Gender and Stereotypes References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i> . Waveland Press, Inc. Material: Gender and Stereotypes References: Ellemers, N. (2017). <i>Gender Stereotypes. Annual Review of Psychology, 19.1-19.24</i> , https://doi.org/...	4%
10	Students are able to analyze and evaluate cases of gender and family problems	<ol style="list-style-type: none"> 1.Students are able to analyze gender and family cases based on various perspectives in gender psychology 2.Students are able to criticize cases of gender inequality in the family realm 	Criteria: <ol style="list-style-type: none"> 1.analyze gender and family cases, and relate them to gender psychology theory precisely and in depth 2.criticize the practices of gender inequality in everyday life in the family realm in a logical and grounded manner Form of Assessment : Participatory Activities	Synchronous Small Group Discussion Case Study 2 X 50		Material: Gender, Family, and the World of Work References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge. Material: Gender, Family, and the World of Work References: Rudman, LA & Glick, P. 2021. <i>The Social Psychology of Gender: How Power and Intimacy Shape Gender (2nd Ed)</i> . The Guilford Press. Material: Gender, Family, and the World of Work References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i> . Waveland Press, Inc. Material: Gender, Family, and the World of Work References: Lu, L., Kao, SF Chang, TT, & Cooper, CL (2020). <i>Gender Diversity and Work-Life Conflict in Changing Times. International Journal of Environmental Research and Public Health, 17, 9009</i> ; doi:10.3390/ijerph17239009	4%

11	Students are able to analyze and evaluate gender and violence cases	<p>1.Students are able to analyze gender and violence cases based on various perspectives in gender psychology</p> <p>2.Students are able to criticize the causes of gender violence cases in various contexts</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.analyze cases of gender and violence, and relate them to gender psychology theory precisely and in depth 2.criticize the practices and causes of gender violence in everyday life in various contexts in a logical and grounded manner <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion Case Study 2 X 50		<p>Material: Gender and Violence Bibliography: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i>. Routledge.</p> <hr/> <p>Material: Gender and Violence References: Rudman, LA & Glick, P. 2021. <i>The Social Psychology of Gender: How Power and Intimacy Shape Gender (2nd Ed)</i>. The Guilford Press.</p> <hr/> <p>Material: Gender and Violence References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i>. Waveland Press, Inc.</p> <hr/> <p>Material: Gender and Violence References: Barnett, MD, Sligar, KB, & Wang, CDC (2018). <i>Religious Affiliation, Religiosity, Gender, and Rape Myth Acceptance: Feminist Theory and Rape Culture</i>. <i>Journal of Interpersonal Violence</i>, 33(8), 1219-1235. https://doi.org/...</p>	4%
12	Students are able to analyze and evaluate gender and sexuality cases	<p>1.Students are able to analyze gender and sexuality cases based on various perspectives in gender psychology</p> <p>2.Students are able to criticize gender and sexuality issues, and the impact they have in various contexts</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.analyze cases of gender and sexuality, and relate them to gender psychology theory precisely and in depth 2.criticize gender and sexuality issues in everyday life in various contexts <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion Case Study 2 X 50		<p>Material: Gender and Sexuality References: Rudman, LA & Glick, P. 2021. <i>The Social Psychology of Gender: How Power and Intimacy Shape Gender (2nd Ed)</i>. The Guilford Press.</p> <hr/> <p>Material: Gender and Sexuality References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i>. Waveland Press, Inc.</p> <hr/> <p>Material: Gender and Sexuality References: Nagoshi, JL, Brzuzy, S., & Terrel, HK (2012). <i>Deconstructing the complex perceptions of gender roles, gender identity, and sexual orientation among transgender individuals</i>. <i>Feminism & Psychology</i>, 22(4), 405-422. doi: 10.1177/0959353512461929</p>	4%
13	Students are able to analyze and evaluate gender and mental health cases	<p>1.Students are able to analyze gender and mental health cases based on various perspectives in gender psychology</p> <p>2.Students are able to criticize differences in mental health problems between genders in various contexts</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.analyze gender and mental health cases, and relate them to gender psychology theory precisely and in depth 2.criticize the problem of mental health differences between genders in everyday life in a logical and grounded manner <p>Form of Assessment : Participatory Activities</p>		Synchronous Small Group Discussion Case Study 2 X 50	<p>Material: Gender and Mental Health References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i>. Routledge.</p> <hr/> <p>Material: Gender and Mental Health References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i>. Waveland Press, Inc.</p> <hr/> <p>Material: Gender and Mental Health References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i>. Waveland Press, Inc.</p> <hr/> <p>Material: Gender and Mental Health References: Matud, MP, Lopez-Curbelo, M., & Fortes, D. (2019). <i>Gender and Psychological Well-Being</i>. <i>International Journal of Environmental Research and Public Health</i>, 16, 3531; doi:10.3390/ijerph16193531</p>	4%

14	Students are able to analyze and evaluate gender and poverty cases	1.Students are able to analyze gender and poverty cases based on various perspectives in gender psychology 2.Students are able to criticize inequality of income and employment opportunities between genders in various contexts	Criteria: 1.analyze cases of gender and poverty, and relate them to gender psychology theory precisely and in depth 2.criticize the problem of inequality of income and employment opportunities between genders in everyday life logically and with basis Form of Assessment : Participatory Activities	Small Group Discussion Case Study 2 X 50		Material: Gender and Poverty References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge. Material: Gender and Poverty References: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i> . Waveland Press, Inc. Material: Gender and Poverty References: Lu, YC, Walker, R., Richard, P., & Younis, M. (2019). <i>Inequalities in Poverty and Income between Single Mothers and Fathers. International Journal of Environmental Research and Public Health</i> , 17, 135; doi:10.3390/ijerph17010135	4%
15	Students are able to analyze and evaluate gender and political cases	1.Students are able to analyze gender and political cases based on various perspectives in gender psychology 2.Students are able to criticize gender inequality in the realm of politics and leadership in various contexts	Criteria: 1.analyze gender and political cases, and relate them to gender psychology theory precisely and in depth 2.criticize the problem of gender inequality in the realm of politics and leadership in various contexts in a logical and grounded manner Form of Assessment : Participatory Activities	Small Group Discussion Case Study 2 X 50		Material: Gender and Politics Bibliography: Lips, HM 2017. <i>A New Psychology of Women: Gender, Culture, and Ethnicity (4th Ed)</i> . Waveland Press, Inc. Material: Gender and Politics Bibliography: Chiao, JY, Bowman, NE, & Gill, H. (2008). <i>The Political Gender Gap: Gender Bias in Facial Inferences that Predict Voting Behavior. PLOS ONE</i> , 3(10), e3666. doi:10.1371/journal.pone.0003666	4%
16	FINAL SEMESTER EXAMINATION (UAS)	Students succeeded in making a final report	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Test	Project Based Learning 2 X 50		Material: Meeting Material 9-15 References: Helgeson, VS 2017. <i>Psychology of Gender (5th Ed)</i> . Routledge.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

