Basic information about the subject (independent of the cycle)

Module name	Gender and popular culture
Erasmus code	
ISCED code	
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	**Contact hours (work with an academic teacher)** Classes: 15 hours **Total number of hours with an academic teacher** 15 **Number of ECTS points with an academic teacher** **0,5** **Non-contact hours (students' own work)** reading assigned literature 20h preparing presentation 15h **Total number of non-contact hours** 35 **Number of ECTS points for non-contact hours** **1,5** **Total number of ECTS points for the module** **2**
Educational outcomes verification methods	Presentation, class participation
Description	The subject assumes a multi-aspect approach to knowledge about gender representation in popular culture. Our discussions will be based on the analysis of journalistic texts, movies as well as products of pop culture.
Reading list	• Barnett, R. C., & Hyde, J. S. (2001). Women, men, work, and family: An expansionist theory. American Psychologist, 56, 781-796. • Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. Journal of Social Issues, 57, 657-674. • Rudman, L. and Glick, G. (2008) The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations . New York: The Guilford Press.

Educational outcomes	**Knowledge** • Student has knowledge of mutual relations between psychology and art (film, literature) as well as pop culture • student knows basic theories / psychological terms concerning gender • student has knowledge about counteracting gender discrimination. **Skills** • Student is able to analyze and critically evaluate ideas and views about gender and gender differences. • Student can choose arguments to justify his/her position when discussing gender issues **Attitudes** • Students want to broaden their knowledge about gender in psychology • Students are able to work in a team, solve problems concerning gender stereotypes and discrimination
Practice	

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Presentation, class participation
Comments	-
Reading list	• Barnett, R. C., & Hyde, J. S. (2001). Women, men, work, and family: An expansionist theory. American Psychologist, 56, 781-796. • Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. Journal of Social Issues, 57, 657-674. • Rudman, L. and Glick, G. (2008) The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations . New York: The Guilford Press.
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	terms concerning gender
	• student has knowledge about counteracting gender discrimination.
	Skills
	• Student is able to analyze and critically evaluate ideas and views about gender and gender differences.
	• Student can choose arguments to justify his/her position when discussing gender issues
	Attitudes
	• Students want to broaden their knowledge about gender in psychology
	• Students are able to work in a team, solve problems concerning gender stereotypes and discrimination
A list of topics	1. Gender and sex: psychoanalytic, sociobiological and cognitive theories 2. Feminism as a research perspective in psychology 3. A psychological portrait of gender in literature • feminist literary criticism 4. Psychological representation of gender in film: 5. The image of gender in pop culture: • advertisement • TV series • blogs • magazines 6. Gender in the intercultural perspective 7. Gender stereotypes and their influence on the development of aspirations and behaviors in the sphere of private and public life.
Teaching methods	Class discussion, problem-solving, presentations
Assessment methods	on-going assessment based on class participation