

Psychology 594
Psychology of Gender

Spring 2016
Monday & Wednesday 11:00-12:20
Location: Psychology B-248

Instructor: Dr. Marci Lobel
Office - Psychology B-222 (ph. 632-7651)
Email - marci.lobel@stonybrook.edu
Office Hours - TBA

Overview

What is gender, what contributes to gender, and why does gender matter? This class examines how gender affects and is affected by behavior, biology, culture, social roles and relationships, cognition and perception, evolution, development, and other factors. We will investigate theory and research from various scholarly perspectives. During the latter portion of the course, we will examine some implications of gender, including differential advancement of men and women in math and science, men's and women's sexuality and body image, mental and physical health, and the lived experiences of women and men in the U.S. today in education, work, and the home.

Objectives

One objective of the course is for students to refine the skills necessary to critique theories and research on gender -- by noting merits, weaknesses, by drawing comparisons, and by identifying (and perhaps resolving) contradictions. A second objective of the course is to facilitate original thinking about gender and to make use of the scholarly work that we study to understand important gender-relevant issues. Students will demonstrate these skills by participating in class discussions, generating "critical topics," and completing a project addressing an area pertinent to gender.

Reading Assignments

We will read selected empirical and theoretical articles from journals and books. Except where noted, assigned readings can be downloaded from the university library. The remaining readings will be posted on the course Blackboard site for downloading.

Course Requirements

1. Students are expected to attend class and must notify the instructor in advance if they are unable to attend. More than two absences, particularly if unexcused, may result in an unsatisfactory evaluation.
2. Students are expected to complete assigned readings carefully in advance of class sessions and to participate in class discussions. Participation does not require making "brilliant" comments, nor does it entail constant speaking. It means offering comments when one has a contribution to make that shows thought about the readings or discussion topic.

3. During six weeks of the semester, students will identify a "critical issue" relevant to the class topic or readings and bring a description of it to class (approximately two pages; must be typed, double-spaced, and labeled with name and date). For example, you might highlight a discrepancy in the reading, an important point not covered, an idea for research that might resolve a question raised by one of the readings, or an issue to which the reading material could be applied. Students will present their critical issue in class and will submit it to the instructor at the end of the class session.

To alleviate students' workload, only SIX critical issue papers will be required during the semester. A critical issue paper can be submitted on a Monday or Wednesday -- but not both -- of any week (and only on days when we hold class). Do not submit a critical issue paper prior to January 27 or after April 25. It is a student's responsibility to monitor the number of critical issue papers that she or he has submitted. By the end of the course, a total of six critical issues papers must have been submitted; fewer papers will result in an unsatisfactory evaluation. The instructor strongly suggests that students retain all critical issue papers that have been returned to resolve discrepancies, should they arise.

4. Students will complete a project related to any psychologically-relevant aspect of gender. One option is to write a theoretical or empirical paper. If a theoretical paper, it should be suitable for publication in a journal such as *Psychological Review* or *Psychological Bulletin*, or it might serve as the basis for a dissertation. Students with appropriate resources (e.g., those who are already conducting gender-related empirical research) may write an empirical paper. If you choose to write a paper to fulfill the project requirement, it should be no more than twenty pages long, including the title page, abstract, reference list, and any tables or figures. APA referencing style and other APA format should be used.

A second option to fulfill the project requirement is to write a research grant proposal for a specific granting agency or foundation. Students who choose this option must ensure that their proposal fulfills the submission requirements for the agency or foundation (including length, content, format, required materials, etc.).

A third option to fulfill the project requirement is to design and prepare an upper-division undergraduate course in the Psychology of Gender. Assume that you would be the Instructor for this course. Materials required for this project include a detailed course syllabus with a brief summary of each class session (lecture, film, or class exercise); a list of assigned readings; at least one exam (including questions as well as answers and/or a grading rubric); description of at least one class assignment; and detailed notes for two lectures that you would deliver as the instructor. These materials must be original; they cannot, for example, be samples provided by textbook publishers.

Projects must be approved in advance in consultation with the instructor. Please schedule an appointment with her as early in the semester as possible. The instructor will help you select a project and topic based on your interests and expertise. A goal of this course is to integrate the study of gender into other topic areas that interest you or in which you are already conducting research or teaching. If you would like to submit the same (or a very similar) project for this course requirement as you will submit in

Monday Feb 1 Neurobiological Contributors to Gender, Part I.

Hines, M. (2011). Gender development and the human brain. *Annual Review of Neuroscience* (34), 69–88.

Wednesday Feb 3 Neurobiological Contributors to Gender, Part II.

Hampson, E. (2008). Endocrine contributions to sex differences in visuospatial perception and cognition. In J. B. Becker, K. J. Berkley, N. Geary, E. Hampson, J. P. Herman, & E. A. Young (Eds.), *Sex differences in the brain: From genes to behavior* (pp. 311- 325). NY: Oxford University Press. ON BLACKBOARD.

Monday Feb 8 Genetic Contributions to Gender.

Salk, R. H., & Hyde, J. S. (2012). Contemporary genetics for gender researchers: Not your grandma's genetics anymore. *Psychology of Women Quarterly*, 36(4), 395-410.

Fausto-Sterling, A. (2012). Not your grandma's genetics: Some theoretical notes. *Psychology of Women Quarterly*, 36(4), 411-418.

Wednesday Feb 10 NO CLASS.Monday Feb 15 Evolutionary Contributions to Gender.

Eagly, A. H., & Wood, W. (2011). Feminism and the evolution of sex differences and similarities. *Sex Roles*, 64, 758–767.

Buss, D. M., & Schmitt, D. P. (2011). Evolutionary psychology and feminism. *Sex Roles*, 64, 768–787.

Wednesday Feb 17 Developmental Contributions to Gender.

Bussey, K. (2011). Gender identity development. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research, Volumes 1 and 2* (pp. 603-628). NY: Springer. ON BLACKBOARD

Halim, M. L., Ruble, D. N., Tamis-LeMonda, C. S., Zosuls, K. M., Lurye, L. E., & Greulich, F. K. (2014). Pink frilly dresses and the avoidance of all things 'girly': Children's appearance rigidity and cognitive theories of gender development. *Developmental Psychology*, 50(4), 1091-1101.

Monday Feb 22 Childrearing Contributors to Gender.

Fausto-Sterling, A., Crews, D., Sung, J., García-Coll, C., & Seifer, R. (2015). Multimodal sex-related differences in infant and in infant-directed maternal behaviors

during months three through twelve of development. *Developmental Psychology*, 51(10), 1351-1366.

Wednesday Feb 24 Anthropological Contributors to Gender, Part I.

Hrdy, S. B. (1999). *Mother nature: A history of mothers, infants, and natural selection, Chapter 9 (Three men and a baby) pp. 205-234.* NY: Pantheon Books. ON BLACKBOARD

Monday Feb 29 Anthropological Contributors to Gender, Part II.

Hrdy, S. B. (1999). *Mother nature: A history of mothers, infants, and natural selection, Chapter 13 (Daughters or sons? It all depends) pp. 318-350.* NY: Pantheon Books. ON BLACKBOARD

Wednesday Mar 2 Cultural Contributors to Gender, Part I.

Shields, S. (2013). Gender and emotion: What we think we know, what we need to know, and why it matters. *Psychology of Women Quarterly*, 37(4), 423-435.

Monday Mar 7 Cultural Contributors to Gender, Part II.

Guimond, S. (2008). Psychological similarities and differences between men and women across cultures. *Social and Personality Psychology Compass*, 2, 494–510.

Wednesday Mar 9 Status and Power Contributors to Gender, Part I.

Wood, W. & Ridgeway, C. L. (2010) Gender: An interdisciplinary perspective. *Social Psychology Quarterly*, 73(4), 334-339.

Ridgeway, C. L., Backor, K., Li, Y. E., Tinkler, J. E., & Erickson, K. G. (2009). How easily does a social difference become a status distinction? Gender matters. *American Sociological Review*, 74(1), 44-62.

Monday Mar 14 SPRING BREAK.

Wednesday Mar 16 SPRING BREAK.

Monday Mar 21 Status and Power Contributors to Gender, Part II.

Pratto, F. & Pitpitan, E. V. (2008). Ethnocentrism and sexism: How stereotypes legitimize six types of power. *Social and Personality Psychology Compass* 2/6, 2159–2176.

Wednesday Mar 23 Integrating Contributors to Gender, Part I.

Fausto-Sterling, A., Garcia Coll, C., & Lamarre, M. (2012). Sexing the baby: Part 1 -- What do we really know about sex differentiation in the first three years of life? *Social Science & Medicine*, 74, 1684-1692.

Monday Mar 28 Integrating Contributors to Gender, Part II.

Eagly, A. H. & Wood, W. (2013). The nature–nurture debates: 25 Years of challenges in understanding the psychology of gender. *Perspectives on Psychological Science*, 8(3), 340–357.

Wednesday Mar 30 Implications for Mental and Physical Health, Part I.

Rosenfield, S. (2012). Triple jeopardy? Mental health at the intersection of gender, race, and class. *Social Science & Medicine*, 74 (11), 1791-1801. [NOTE: IT MAY BE NECESSARY TO CANCEL CLASS ON THIS DAY]

Monday Apr 4 Implications for Mental and Physical Health, Part II.

Rosenthal, L. & Lobel, M. (2011). Explaining racial disparities in adverse birth outcomes: Unique sources of stress for Black American women during pregnancy. *Social Science & Medicine*, 72, 977-983.

Springer, K. W., Stellman, J. M., & Jordan-Young, R. M. (2012). Beyond a catalogue of differences: A theoretical frame and good practice guidelines for researching sex/gender in human health. *Social Science & Medicine*, 74 (11), 1817-1824.

Wednesday Apr 6 Implications for Sexuality and Body Image.

Petersen, J. L. & Hyde, J. S. (2011). Gender differences in sexual attitudes and behaviors: A review of meta-analytic results and large datasets. *Journal of Sex Research*, 48(2-3), 149-165.

Darlow, S. D. & Lobel, M. (2010). Who is beholding my beauty? Thinness ideals, weight, and women's responses to appearance evaluation. *Sex Roles*, 63, 833–843.

Monday Apr 11 Implications for Advancement in Math and Science, Part I.

Lindberg, S. M., Hyde, J. S., Petersen, J. L., & Linn, M. C. (2010). New trends in gender and mathematics performance: A meta-analysis. *Psychological Bulletin*, 136(6), 1123-1135.

Wednesday Apr 13 Implications for Advancement in Math and Science, Part II.

London, B., Rosenthal, L., Levy, S. R., & Lobel, M. (2011). The influences of perceived identity compatibility and social support on women in non-traditional fields during the college transition. *Basic and Applied Social Psychology*, 33(4), 304-321.

Goulden, M., Mason, M. A., & Frasch, K. (2011). Keeping women in the science pipeline. *Annals of the American Academy of Political and Social Science*, 638, 141-162.

Monday Apr 18 Implications for Education.

Halpern, D. F., Eliot, L., Bigler, R. S., Fabes, R. A., Hanish, L. D., Hyde, J., Liben, L. S., & Martin, C. L. (2011). The pseudoscience of single-sex schooling. *Science*, 333(6050), 1706-1707.

Eliot, L. (2013). Single-sex education and the brain. *Sex Roles*, 69(7-8), 363-381.

Wednesday Apr 20 Implications for Work and Family, Part I.

Bianchi, S. M., Sayer, L. C., Milkie, M. A., & Robinson, J. P. (2012). Housework: Who did, does or will do it, and how much does it matter? *Social Forces*, 91(1), 55-63.

Monday Apr 25 Implications for Work and Family, Part II.

Croft, A., Schmader, T., & Block, K. (2015). An underexamined inequality: Cultural and psychological barriers to men's engagement with communal roles. *Personality and Social Psychology Review*, 19(4), 343-370.

Wednesday Apr 27 Student Presentations.

Monday May 2 Student Presentations.

Wednesday May 4 Student Presentations.