

# PSY 4931 - 007

## PSYCHOLOGY OF GENDER

Spring, 2003

Course location: PCD 2118

Course time: Friday 9:30-12:20

**Instructor:** Dr. Joe Vandello

**Office:** PCD 4135

**Office hours:** 2-3 Mondays and Tuesdays or by appointment

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**Phone:** 974-0362

### REQUIRED READINGS:

There will be articles and/or chapters assigned each week. Most of the readings are available in a coursepack at Pro-Copy, 5219 E. Fowler (813-988-5900). Additional readings will be placed on electronic reserve with the virtual library: (<http://www.lib.usf.edu/accsvc/ereserve/index.html>)

### COURSE DESCRIPTION AND OBJECTIVES:

This course is designed to introduce you to the psychological study of gender. Topics will include: What it means to be a male or a female in our society and other societies around the world; how gender develops over the life span; how gender shapes our lives and how the social world shapes our construction of gender; how similar and different males and females are across a number of domains; and how culture, religion, and the media shape and reinforce ideas about gender. The general objectives of the course are for you to:

1. Gain an understanding of the means by which psychologists attempt to study gender.
2. Gain an understanding of areas of particular relevance to issues of gender relations (e.g. work, violence, parenting, media influences).
3. Develop critical thinking skills and a sociopolitical perspective that recognizes how men and women are treated and portrayed in society.
4. Understand the similarities as well as differences between males and females.

### COURSE FORMAT

An essential component of this course is active class participation. My hope is that the students themselves will help shape the content and direction of the class. To this end, it is very important that you complete the assigned weekly readings *before* class. Class

attendance will also be important, because a portion of your grade will come from class participation. Obviously, if you don't attend class, participation will be difficult.

Each class will explore a different broad theme related to gender. I will spend the first part of each class presenting a brief lecture on relevant theory and research on the day's topic. Then, in the second part, we will discuss the readings – their strengths and weaknesses, persuasiveness, implications, and so on. My hope is that class discussions will be loose, open, and lively. We should all feel free to stray from the specific material to discuss broader related issues. The class will be much more successful, engaging, and fun to the extent that students take an active role in guiding the discussions. This means coming to class prepared (e.g., reading the assigned articles, jotting down discussion questions and topics). It also means you are strongly encouraged to contribute your opinions, comments, questions, and personal experiences. We will be covering some fairly sensitive and controversial topics at times. Please come to class with an open mind and a sensitive voice. However, let's not be so politically correct that we never engage in a vigorous discussion about the issues at hand.

## GRADING

Your final grade will be derived from your performance as follows:

15%	Class participation (including leading discussions)	30 points
40%	Commentary on readings (8)	80 points
15%	Out-of-class exercises (3)	30 points
30%	Final Exam	60 points
100%	TOTAL	200 points

Total Points	Percentage	Grade
194-200	96.7-100	A+
187-193	93.3-96.6	A
180-186	90-93.3	A-
174-179	86.7-89.9	B+
167-173	83.3-86.6	B
160-166	80-83.3	B-
154-159	76.7-79.9	C+
147-153	73.3-76.6	C
140-146	70-73.3	C-
134-139	66.7-69.9	D+
127-133	63.3-66.6	D
120-126	60-63.3	D-
0-119	0-59.9	F

An explanation of the four components of your grade follows:

## **CLASS PARTICIPATION**

Class participation is an essential part of this course. A good portion of each class will be spent in discussion, and you are expected to contribute. Try to come to class prepared with ideas, comments, and questions based on that week's readings. In addition to expected informal weekly class participation, you will also be assigned to lead one class discussion during the semester (with 1 or 2 others, depending on the size of the class). Basically, this just means that you will direct the class discussion by introducing some topics to discuss, asking some engaging questions, etc. You may be as creative as you like, and you may even wish to bring in outside material to further the discussion.

## **WEEKLY COMMENTARY/REACTION PAPER**

The largest percentage of your total grade will come from your weekly reaction papers. Commentaries for the weekly readings will be due at the end of each class period (no exceptions). You will be responsible for turning in commentaries for 8 of the 12 weeks for which you have a reading assignment (you can choose which 8 weeks to turn in a commentary). Each week's commentary will be worth 10 points (a good commentary will receive 10 points; a weak commentary will receive fewer points); if less than 8 commentaries are submitted at the end of the semester, 10 points will be deducted for each missing commentary.

*Content:* There are few constraints on how you can approach your commentaries. I am, however, looking for more than a simple summary of the articles. I would like you to provide your reactions to the readings. Did you agree with them? Were the arguments strong? Did they make you think about any personal examples? Did they make you angry? For each week's commentary, you don't necessarily have to comment on every article assigned (though you are certainly encouraged to do so), but please comment on at least two articles. You may also wish to comment more generally on how various articles relate or perhaps contradict each other. All commentaries must be typed. Recommended length: 1-2 pages.

## **OUT-OF-CLASS ASSIGNMENTS**

You will be required to do *three* 10-point written assignments on topics related to class material. Each assignment requires you to do some type of exercise outside of class. You will receive a separate handout detailing the specifics of the assignments. There are 6 possible assignments from which to choose. Note that the various assignments have different due dates, corresponding with that week's discussion topic.

## **FINAL EXAM**

At the end of the semester, there will be a final exam. The exam will be a take-home essay exam. (This is an individual, not a group, exam). It will be assigned on the last day of class (April 25<sup>th</sup>), and you will have one week to turn it in. I must receive your completed exam in my mailbox (4<sup>th</sup> floor faculty mailboxes in PCD) **no later than 12:00, Friday May 2<sup>nd</sup>**. Late exams will NOT be accepted.

## **POLICY ON RELIGIOUS OBSERVANCES**

If you anticipate being absent from class due to a major religious observance, please provide notice of the date(s) to me, in writing, by the second class meeting.

## **NOTE TAKING AND RECORDING**

You are encouraged to take notes on the lectures/discussions and are permitted to tape-record class sessions for your own purposes. However, you are not permitted to take notes or tape-record for purposes of sale and distribution.

## **CHEATING**

Academic dishonesty (cheating on an exam, plagiarizing) will result in an "FF" for the course and a recommendation for disciplinary action by USF. Please don't do it.

**SCHEDULE:**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
Jan. 10	Introduction: The study of gender What is gender? Methods	Shields (1975)
Jan. 17	Theoretical perspectives: Evolutionary Theory Social Roles/ Gender Schema Theory	Buss (1995) Eagly & Wood (1999) Bem (1983)
Jan. 24	Biology of Sex	Golombok & Fivush (1994) Taylor et al (2000) Steinem (1983)
Jan. 31	Development of Gender: Infancy & Childhood	Rubin, Provenzano, & Luria (1974) Pollitt (1991) Eisenberg et al (1985) Jacklin & Reynolds (1993)
Feb. 7	<b>CLASS CANCELLED</b>	
Feb. 14	Development of Gender: Adolescence, Adulthood, & Old Age	Pipher (1995) Crouter, Manke, & McHale (1995) Gilmore (1990) Thompson & Pleck (1986)
Feb. 21	Media Influences	Rudman & Borgida (1995) Kang (1997) Coltraine & Messineo (2000)
Feb. 28	Cultural & Religious Influences	Fernea & Fernea (1979) Guttentag & Secord (1983) Friedl (1978)
March 7	Gender Stereotypes/ Sex Differences and Similarities In Mental Abilities	Caplan & Caplan (1999) (1) Caplan & Caplan (1999) (2) Spencer, Steele, & Quinn (1999)
(March 10-16)	<b>SPRING BREAK</b>	
March 21	Communication & Language	Graddol & Swann (1989) (1) Graddol & Swann (1989) (2) Crawford (1989)
March 28	Gender & Social Relationships: Close Relationships/Sex	Peplau & Gordon (1985) Baumeister & Tice (2001) (1) Baumeister & Tice (2001) (2)
April 4	Gender & Social Relationships: Aggression & Violence	Archer (1994) Vandello & Cohen (2002) Wilson & Daly (1996) Martin & Hummer (1993)
April 11	Gender & Social Relationships: Work & Household	Greenhaus & Parasuraman (1999) Roos & Gatta (1999) Shelton & John (1996)
April 18	Gender & Health	Helgeson (1993) Nolen-Hoeksema & Girgus (1994) Frederickson & Roberts (1997) Molloy & Herzberger (1998)
April 25	Wrap-up	?

## READINGS:

Note: The ten readings with \*\* are not found in the reader. These articles will be placed on electronic reserve with the virtual library.

### PART 1: THEORY AND METHODS

#### 1. *The Study of Gender/Historical Perspectives*

Shields, S. A. (1975). Functionalism, Darwinism, and the psychology of women: A study in social myth. American Psychologist, 30, 739-754.

#### 2. *Theoretical Perspectives*

##### *Evolutionary Theory:*

Buss, D. M. (1995). Psychological sex differences: Origins through sexual selection. American Psychologist, 50, 164-168.

##### *Social Role Theory:*

Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. American Psychologist, 54, 408-423.

##### *Gender Schema Theory:*

Bem, S. L. (1983). Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender schematic society. Signs, 8, 598-616.

### PART 2: DEVELOPMENT OF GENDER

#### 3. *Biology of Sex*

Golombok, S., & Fivush, R. (1994). Gender development (pp. 38-54; Ch. 3: Prenatal influences). New York: Cambridge University Press.

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., & Updegraff, J. A. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. Psychological Bulletin, 107, 411-429.

Steinem, G. (1983). If men could menstruate. From Outrageous acts and everyday rebellions. Reprinted in T. Roberts (Ed.) The Lanahan readings in the psychology of women (pp. 77-79). Baltimore, MD: Lanahan.

#### 4. *Infancy and Childhood*

Rubin, J. Z., Provenzano, F. J., & Luria, Z. (1974). The eye of the beholder: Parents' views on sex of newborns. American Journal of Orthopsychiatry, 44, 4. Reprinted in T. Roberts (Ed.) The Lanahan readings in the psychology of women (pp. 9-15). Baltimore, MD: Lanahan.

\*\*Pollitt, K. (1991, April 7). The Smurfette principle. The New York Times Magazine.

Eisenberg, N., Wolchik, S. A., Hernandez, R., & Pasternack, J. F. (1985). Parental socialization of young children's play: A short-term longitudinal study. Child Development, 56, 1506-1513.

\*\*Jacklin, C. N., & Reynolds, C. (1993). Gender and childhood socialization. In Beall & Sternberg (Eds.) The psychology of gender (pp. 215-248). New York: Guilford.

### **5. Adolescence, Adulthood, Old Age**

Crouter, A. C., Manke, B. A., & McHale, S. M. (1995). The family context of gender intensification in early adolescence. Child Development, 66, 317-329.

Pipher, M. (1995). Reviving Ophelia: Saving the selves of adolescent girls. Ballantine Books. Reprinted in T. Roberts (Ed.) The Lanahan readings in the psychology of women (pp. 350-359). Baltimore, MD: Lanahan.

Gilmore, D. D. (1990). Manhood in the making (pp. 9-29). New Haven: Yale University Press.

Thompson, E. H., & Pleck, J. H. (1986). The structure of male role norms. American Behavioral Scientist, 29, 531-543.

## **PART 3: SOCIAL INFLUENCES ON GENDER**

### **6. Media Influences**

Kang, M.-E. (1997). The portrayal of women's images in magazine advertisements: Goffman's gender analysis revisited. Sex Roles, 37, 979-996.

\*\*Coltraine, S., & Messineo, M. (2000). The perpetuation of subtle prejudice: Race and gender imagery in 1990s television advertising. Sex Roles, 42, 363-389.

Rudman, L. A., & Borgida, E. (1995). The afterglow of construct accessibility: The behavioral consequences of priming men to view women as sexual objects. Journal of Experimental Social Psychology, 31, 493-517.

### **7. Cultural and Religious Influences**

Friedl, E. (1978, April). Society and sex roles. Human Nature, pp. 31-35.

Fernea, E., & Fernea, R. A. (1979, January). A look behind the veil. Human Nature, 167-171.

Guttentag, M., & Secord, P. F. (1983). Too many women? The sex ratio question. (Chapter 1, pp. 13-33). Beverly Hills, CA: Sage.

## **PART 4: GENDER SIMILARITIES AND DIFFERENCES**

### **8. Differences in Mental Abilities**

Caplan, P. J., & Caplan, J. B. (1999). Sex differences in spatial abilities (pp. 31-37). In Thinking critically about research on sex and gender. New York: Longman.

Caplan, P. J., & Caplan, J. B. (1999). Are boys better than girls at math? (pp. 38-49). In Thinking critically about research on sex and gender. New York: Longman.

Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. Journal of Experimental Social Psychology, 35, 4-28.

## **9. Communication and Language**

\*\*Graddol, D., & Swann, J. (1989). Conversation: The sexual division of labour. In Gender voices (pp. 69-94). Cambridge, MA: Blackwell.

\*\*Graddol, D., & Swann, J. (1989). Is language sexist? In Gender voices (pp. 95-118). Cambridge, MA: Blackwell.

Crawford, M. (1989). Humor in conversational context: Beyond biases in the study of gender and humor (pp. 155-166). In R. K. Unger (Ed.) Representations: Social constructions of gender. Amityville, NY: Baywood Publishing Co.

## **PART 5: SOCIAL RELATIONSHIPS**

### **10. Close Relationships/Sexuality**

\*\*Peplau, L. A., & Gordon, S. L. (1985). Women and men in love: Gender differences in close heterosexual relationships. In C. Tavis (Ed.) Women, gender, and social psychology (pp. 246-268). Lawrence Erlbaum. Reprinted in T. Roberts (Ed.) The Lanahan readings in the psychology of women (pp. 246-268). Baltimore, MD: Lanahan.

\*\*Baumeister, R. F., & Tice, D. M. (2001). Do women have milder sex drives than men? In The social dimension of sex (pp. 95-125). Boston: Allyn & Bacon.

\*\*Baumeister, R. F., & Tice, D. M. (2001). The tragedy of the male sex drive. In The social dimension of sex (pp. 180-211). Boston: Allyn & Bacon.

### **11. Aggression and Violence**

Archer, J. (1994). Violence between men. In J. Archer (Ed.) Male violence (pp. 121-140). London: Routledge.

Vandello, J. A. & Cohen, D. (2002). Tenuous manhood and domestic violence against women. To appear in S. Fein, A. Goethals, & M. Sandstrom (Eds.) Gender and aggression: Interdisciplinary perspectives. Mahwah, NJ: Erlbaum.

Wilson, M. I., & Daly, M. (1996). Male sexual proprietariness and violence against wives. Current Directions in Psychological Science, 5, 2-7.

Martin, P. Y., & Hummer, R. A. (1993). Fraternities and rape on campus. In P. B. Bart & E. Geil Moran (Eds.) Violence against women: The bloody footprints (pp. 114-131). Newbury Park: Sage.

### **12. Work/Home**

\*\*Greenhaus, J. H., & Parasuraman, S. (1999). Research on work, family, and gender: Current status and future directions (pp. 391-412). In G. N. Powell (Ed.) Handbook of gender and work. Thousand Oaks, CA: Sage.

\*\*Roos, P. A., & Gatta, M. L. (1999). The gender gap in earnings: Trends, explanations, and prospects (pp. 95-123). In G. N. Powell (Ed.) Handbook of gender and work. Thousand Oaks, CA: Sage.

Shelton, B. A., & John, D. (1996). The division of household labor. Annual Review of Sociology, 22, 299-322.

### **13. Health**

Helgeson, V. S. (1993). Implications of agency and communion for patient and spouse adjustment to a first coronary event. Journal of Personality and Social Psychology, 64, 807-816.

Nolen-Hoeksema, S., & Girgus, J. S. (1994). The emergence of gender differences in depression during adolescence. Psychological Bulletin, 115, 424-443.

Fredrickson, B. L., Roberts, T., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. Journal of Personality and Social Psychology, 75, 269-284.

Molloy, B. L., & Herzberger, S. D. (1998). Body image and Self-esteem: A comparison of African-American and Caucasian women. Sex Roles, 38, 631- 643.