



## Psychology of Gender

PSY 233

Spring 2015

147 Science Center

10am-12noon, M-F

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### Course Description

This course will examine psychological theory and research on gender. What does it mean to be male or female? Why do people so often focus on differences between the sexes rather than the common experience of being human? Are differences between the sexes determined primarily by biology or shaped via socialization? To provide a starting point in answering some of these questions, we will discuss societal expectations for women and men, empirical research that supports or fails to support common beliefs about differences between the sexes, and the relationship between gender and many traditional issues in psychology (e.g., aggression, achievement, intimate relationships, parenting). The class format will be largely discussion-based.

### Course Objectives

In this course you will ...

1. become familiar with major theories and research in the psychology of gender.
2. reflect on the importance of gender in your own life and the lives of those around you.
3. make progress toward developing a clear and concise writing style.
4. make progress toward becoming an effective oral communicator.
5. develop the skills necessary to critically analyze and evaluate information.
6. become an informed consumer of psychological findings.

### Required Readings

A schedule of assigned readings is provided in the course schedule. It is important that you read all assigned readings *before* the class in which the readings are discussed. Doing so will enable you to identify areas of confusion, ask meaningful questions, and participate in class discussions and activities.

## **Course Requirements**

### ***1. Attendance and Class Participation (75 points, 25% of final grade)***

I expect you to attend class and to actively participate in both whole-class and small-group discussions. To participate fully, it is important that you complete the assigned readings and exercises and come prepared with comments and/or questions. “A” grades will be awarded to students who have perfect attendance or a single absence, are true leaders in class discussions, and demonstrate remarkable insight in their contributions. “B” grades will be awarded to students who attend regularly, participate often, and demonstrate considerable insight in their contributions. “C” grades will be awarded to students who attend regularly, participate occasionally, and demonstrate some insight in their contributions. Grades lower than a “C” will be given to students who attend irregularly and participate infrequently.

### ***2. Short Assignments (100 points, 33% of final grade)***

You will be asked to complete 10 short assignments during the term. Each assignment will be worth 10 points. Assignments will include collecting and summarizing data and critically reflecting on reading assignments.

### ***3. Quizzes (25 points, 8% of final grade)***

Six short, multiple-choice quizzes will be given during the term.

### ***4. Exam (100 points, 33% of final grade).***

There will be one final exam. The exam will consist of short answer and/or essay questions. The exam will cover material from the readings, lectures, and discussions.

## **Academic Integrity**

Cheating, plagiarism, and other forms of academic dishonesty will be taken very seriously. Please read the College’s policy on academic dishonesty in your academic catalog.

## **Policy on Late Assignments and Missed Exams**

All late assignments will receive a full one letter grade deduction for each day they are late. Students are expected to take the exam at the scheduled date and time. Exceptions will be made only in the case of serious emergency. Please contact me before the scheduled exam if you will need to miss the exam.

## Course Schedule

Date	Topic	Reading Assignment/Activity
April 27	<i>No Class</i>	
April 28	Introduction	
April 29	Feminism	Rúdólfssdóttir & Jolliffe (2008) <sup>1</sup>
April 30	Gender stereotypes	Rudman & Glick (2008), Chapter 4 (pp. 81-98) <sup>2</sup>
May 1	<i>No Class</i>	
May 4	Gender stereotypes	Shih, Pittinsky, & Ambady (1999) <sup>3</sup> Vandello and Bosson (2012) <sup>4</sup>
May 5	Sexism	Glick & Fiske (2001) <sup>5</sup>
May 6	Should we even study sex differences?	Eagly (1987) <sup>6</sup> , Baumeister (1988) <sup>7</sup> , Marecek (1995) <sup>8</sup>
May 7	How much <i>do</i> men and women differ?	Hyde (2005) <sup>9</sup> , Lippa (2005) <sup>10</sup>
May 8	On the origins of sex differences	Rudman & Glick (2008), Chapter 1 (pp. 6-23) <sup>11</sup>
May 11	On the origins of sex differences	Summers (2005) <sup>12</sup>
May 12	On the origins of sex differences	<i>Video: Sex Unknown</i>
May 13	Intersexuality	Fausto-Sterling (2000), Chapter 3 (pp. 45-66) <sup>13</sup> Fausto-Sterling (2000), Chapter 4 (pp. 78-107)
May 14	Transgendered children	<i>Film: Ma Vie en Rose</i>
May 15	Transgendered children	Rosin (2008) <sup>14</sup>
May 18	Homosexuality	Bem, D. (1997) <sup>15</sup>
May 19	Sexualization in the media	APA, Report on the Sexualization of Girls (2007) <sup>16</sup>
May 20	Let's hear it for the boy!?	Baumeister (2007) <sup>17</sup> Rosin (2010) <sup>18</sup>
May 21	<i>Final Exam</i>	

*Note: Citations (and location information) for all reading assignments are provided below.  
All articles marked [PsycInfo] are available full-text on-line from the Duggan Library website.*

<sup>1</sup> Rúdólfssdóttir, A. G., & Jolliffe, R. (2008). "I don't think people really talk about it that much": Young women discuss feminism. *Feminism & Psychology, 18*, 268-274. [Available full-text on-line on course webpage]

<sup>2</sup> Rudman, L. A., & Glick, P. (2008). *The Social Psychology of Gender*. New York: Guilford. [Copies on reserve outside Room 152 Science Center]

<sup>3</sup> Shih, M., Pittinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*(1), 80-86. [Available full-text on-line at <http://ambadylab.stanford.edu/pubs/1999Shih.pdf> ]

<sup>4</sup> Vandello, J. A., & Bosson, J. K. (2013). Hard won and easily lost: A review and synthesis of theory and research on precarious manhood. *Psychology of Men and Masculinity, 14*(2), 101-113. [Available full-text on-line at <http://www.apa.org/pubs/journals/features/men-a0029826.pdf> ]

<sup>5</sup> Glick, P., & Fiske, S. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56*(2), 109-118. [PsycInfo]

- <sup>6</sup> Eagly, A. (1987). Reporting sex differences. *American Psychologist*, 42(7), 756-757. [PsycInfo]
- <sup>7</sup> Baumeister, R. (1988). Should we stop studying sex differences altogether? *American Psychologist*, 43(12), 1092-1095. [PsycInfo]
- <sup>8</sup> Marecek, J. (1995). Gender, politics, and psychology's ways of knowing. *American Psychologist*, 50(3), 162-163. [PsycInfo]
- <sup>9</sup> Hyde, J. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581-592. [PsycInfo]
- <sup>10</sup> Lippa, R. (2006). The gender reality hypothesis. *American Psychologist*, 61(6), 639-640. [PsycInfo]
- <sup>11</sup> Rudman, L. A., & Glick, P. (2008). *The Social Psychology of Gender*. New York: Guilford. [Copies on reserve outside Room 152 Science Center]
- <sup>12</sup> Summers, L. (2005) Remarks at NBER conference on diversifying the science & engineering workforce. [Available full-text at [http://www.harvard.edu/president/speeches/summers\\_2005/nber.php](http://www.harvard.edu/president/speeches/summers_2005/nber.php) ]
- <sup>13</sup> Fausto-Sterling, A. (2000). *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books. [Available full-text, on-line through Duggan Library website]
- <sup>14</sup> Rosin, H. (November, 2008). A boy's life. *The Atlantic Monthly*. [Available full-text on-line at <http://www.theatlantic.com/doc/200811/transgender-children> ]
- <sup>15</sup> Bem D. (1997). *Exotic becomes erotic: Explaining the enigma of sexual orientation*. Invited address presented at the annual meeting of the American Psychological Association. [Available full-text on-line at <http://www.tsroadmap.com/info/APA-address.pdf> ]
- <sup>16</sup> American Psychological Association Task Force. (2007). *Executive Summary of the Report of the APA Task Force on the Sexualization of Girls*. American Psychological Association. [Available full-text on-line <http://www.apa.org/pi/women/programs/girls/report-summary.pdf> ]
- <sup>17</sup> Baumeister, R. F. (2007). *Is there anything good about men?* Invited address presented at the annual meeting of the American Psychological Association. [Available full-text on-line at <http://denisdutton.com/baumeister.htm> ]
- <sup>18</sup> Rosin, H. (July/August 2010). The end of men. *The Atlantic Monthly*. [Available full-text on-line at <http://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/8135/> ]