PSYCHOLOGY OF GENDER: Spring 2023

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**Course Description:**

This course is devoted to the investigation of psychological gender rather than biological sex. That is, gender will be explored from a social psychological (e.g., socialization) perspective. Implications of gender roles for relationships and health will be the course focus. The reading will be from a textbook that the instructor has written as well as empirical articles from the scientific literature.

**Recommended Text:**

Helgeson, V. S. (2020). *The Psychology of Gender (6th edition)*. New York: Taylor & Francis.

Class website: [http://www.cmu.edu/canvas/](http://www.cmu.edu/blackboard/)

**Course Goals:**

* Familiarity with multiple areas within the psychology of gender, including theoretical perspectives, research findings, and their applications to relationships and health.
* Familiarity with theory, research, and applications in related disciplines, such as sociology, public health, medicine, law, and anthropology.
* Familiarity with diverse experimental, laboratory, and field paradigms used in the field of psychology of gender.
* Understanding of the history of the psychology of gender, including the impact of theory shifts on the choice of questions asked and methods used.
* Understanding of the ethical issues surrounding research in the psychology of gender.
* Ability to read and critique psychological articles.
* Ability to locate psychological research articles with psychology databases (PsychInfo)
* Acquire/enhance skills in oral and written presentation.
* Instill a sense of curiosity, critical thinking, and enthusiasm for the field.

**Course Requirements and Assessment Methods**

**1.** **Class Participation 80 pts**

Based on attendance and contribution to class discussion (25 classes) [2 X 25 = 50].

Based on chapter quizzes. A brief quiz (3 pts each) will be given during the first 5 minutes of each chapter discussion class (12 classes) [3 X 12 = 36 pts].

*6 points to skip or use as extra credit (missed class, not participating, missed quizzes)*

**2. 11 Comment Papers** (10 pts each) **110 pts**

 ***Note that there are 12: You have one pass (i.e., can skip it, can drop it)***

Comment papers must be posted to canvas by 12:00 noon on Tuesday for Wednesday class discussions. (If a discussion has to be moved to Monday, comment papers will be due Friday at 12:00 noon before the discussion.) **Late comment papers will not be accepted for any reason as their purpose is to facilitate class discussion.**

Comment papers consists of 3 parts and must **be no longer than one page**:

1. one paragraph summary of the main point of the article (2-4 sentences in your own words) [4 pts]
2. one comment (see definition of a “comment” below) [5 pts]
3. one question for class discussion (that you should be willing to discuss) [1 pt]

The comment can be:

* a suggestion for a future research direction (e.g., I wonder how the results would be affected by studying people who have same-sex romantic partners—I predict XXXX because YYYY) *when you do this, be sure to make a clear hypothesis and justify it*
* a suggestion for a research project; again, be sure to make a clear hypothesis and justify it
* an inconsistency or conflict between the reading and other readings

“Comments” are used to facilitate class discussion. They should show thought on your part about the readings. **Your comments must be ones that you could only have made after having read the article.** Less than adequate comment papers either do not reflect your knowledge of the readings or are vague in content.

Part 2 of the comment papers will be graded on a 5-point scale:

* 5 exceptional, insightful, outstanding
* 4 above average, very interesting point
* 3 met requirements; technically followed guidelines
* 1-2 little evidence that you read/thought about the material
* 0 did not submit a comment paper on time

*Comment papers should be uploaded to canvas in .doc/.docx ONLY.*

1. **Discussion Leader 20 pts**

Pairs of students will be responsible for reviewing the comment papers and conducting one class discussion. Leading the discussion entails:

PART I: a brief summary of the article (10-15 minutes)

* goal of study
* brief statement of main hypotheses (if many, choose the primary ones)
* brief review of the methods
* more elaborate description of the results, **it is essential that you guide the class through figures and tables**
* brief statement of main findings

PART II: remainder of class period

* synthesis of comment papers to guide discussion, noting first names (I will send these to you)

 *e.g., The findings seem to be affected by the person’s race/ethnicity (Terrance, Jen)*

* your own (2-3) discussion questions

**You must prepare a joint outline of Parts I and II and EMAIL it to me the evening before class so I can review it by 8 a.m. on the day of the presentation. Please look for some comments from me around 8 a.m.**

If you do not understand any part of the article – especially the results, the figures, the tables –please set up a meeting with me to discuss the article at least the day prior to the discussion.

**5. “Gender in Daily Life” Journal Entries** (10 points each) **50 pts**

Over the course of the semester, you will submit 5 “Gender in Daily Life” journal entries on canvas. One entry will be due roughly every 2-3 weeks. An entry should consist of a 200-300 word essay that describes something you have encountered in your daily life since this class started that you can relate to something you have learned in class. Examples include:

--personal experience

--something that you read (*present tense*) online, in a magazine, or a newspaper

--something you see on television or in a movie

* Describe the experience and how it relates to class material.
* This should be something that happened to you – not someone else.
* **This should be something that happens DURING the semester – not a recollection of something that happened to you in the past.**

You can submit an entry at any time. The deadlines are in place to ensure that you have submitted your entry by that time at the latest. The idea is that you are now wearing a gender lens, and I would like to know how it shapes the personal experiences that you encounter throughout the semester.

**7. Gender in Culture – Written/Oral Presentation 50 pts**

The subject matter is how gender is construed in another culture. You should cover how gender is defined in another culture and describe gender-role norms. You need to examine the impact of gender in this culture on either relationships OR health. You need to submit the topic and 5 of the 10 required references before proceeding. At least half of these references must be empirical—either quantitative or qualitative research\*.

There is a written and oral component to this assignment. The written component will be a paper, and the oral component will be a short ppt presentation to the class.

*\*Please do not cite papers that you have not read. If you read an article that cites another article—you need to obtain that second article and read it in order to cite it.*

**8. Exams** (3 exams, 50 pts each) **150 pts**

Each take-home exam will cover 4 or 5 chapters and consist of 4-5 essay questions, each of which requires a ½ to 1½ page response.

 Exam 1 distributed Wed 2/15🡪 DUE Fri 2/17 NOON

 Exam 2 distributed Wed 3/22 🡪 DUE Fri 3/24 NOON

 Exam 3 distributed Wed 4/19 🡪 DUE Mon 5/1 NOON

**Course grading:**

Of the 460 points: 90% and up = A; 80-89% = B; 70-79% = C, 60-69% = D, below 60% = R

**COURSE EXPECTATIONS**

Respect in the Classroom:It is my intent to present materials and activities that are respectful to the diverse backgrounds and perspectives of students in the classroom. It is also my intention to foster an inclusive and respectful discussion of materials. You should feel free to let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. If you feel uncomfortable discussing this with me, you may voice your concerns to the Chair of the Department of Psychology Diversity and Inclusion Committee, Kody Manke at kmanke@andrew.cmu.edu. I would also like to note that Dr. Manke is available to hear your concerns related to respect for diversity for any psychology class you are taking.

Class Comments: There is a google form called “Confidential Comments.” This is a place where you can email me confidential comments throughout the course. You should use this space to make a brief remark about something you liked in class, something you wish would have gone differently, or something that concerned you in class. These are purposely anonymous. The primary purpose is to alert me to the mood of the course. I do not intend to share these comments with the class.

<https://forms.gle/5QiqKFkNEHuqv73G9>

***On a more personal note . . .***

*I know that college can be a stressful time – changes in relationships with family and friends; academic expectations from family, friends, and yourself; challenging classes, homework, assignments; figuring out your future life plans. COVID has – and continues to have – its own set of challenges. Here are a couple of thoughts:*

1. *Try to take care of yourself – diet, exercise, sleep, and healthy recreational choices. Everything is more manageable when you have a healthy mind and body as resources.*
2. *Do not be afraid to ask for help – from a friend, a professor, a counselor, or myself. Students often believe that asking for help is a sign of weakness, but it is a sign of strength that you can come to the realization that not all problems are solvable on your own. Feel free to contact Counseling and Psychological Services for assistance (CaPS; 412-268-2922; website* [*http://www.cmu.edu/counseling/*](http://www.cmu.edu/counseling/)*) or to ask me for other resources. To increase access to and demand for mental health services, CMU is partnering with TimelyCare—you can access the website (timelycare.com/cmu) or get the app for 24/7 access to virtual care.*
3. *If you are worried about being able to buy food or have enough food to eat, please contact the CMU Food Pantry coordinator at* *cmu-pantry@andrew.cmu.edu* *or 412-268-8704 (also see* <https://www.cmu.edu/student-affairs/resources/cmu-pantry/>)*.*
4. *CMU has a website for overall health resources:* <https://www.cmu.edu/wellbeing/> *I encourage you to check it out.*

I expect you:

* To attend class and arrive on time. You are responsible for all material presented and discussed in class (including announcements made). This is a small upper-level seminar that emphasizes class discussion. Optimal learning can only take place if you attend class.
* To participate in class discussion. The class is small so even those of you who are shy should feel more comfortable talking. If you are very shy, try to come up with 1 or 2 points that you want to share with the class ahead of time. You should also feel free to discuss with me ways to contribute to class discussion.
* To remain in class the entire time, unless you feel ill and need to use the restroom OR you have discussed a late arrival/early departure with me prior to class.
* To read the assigned chapter and/or articles before class. You will not be able to discuss material that you have not read.
* To put material that you have read in your own words. **Please refrain from using quotes when describing or explaining material that you have read.** This pertains to comment papers, discussion points, and exams. I want to know **your** interpretation and understanding of the material.
* To refrain from using a laptop, notebook, or mobile device unless you are using it to refer to the course material. Using these devices for other reasons is distracting to the rest of the class (as well as yourself!) and will result in a loss of participation points.

You can expect me:

* To start and end class on time
* To help you understand the text and articles that you read.
* To grade and return exams and papers within one week.
* To respond to email within 24 hours unless I am out of town.
* To be available to meet with you to discuss class, CMU, or anything else that is on your mind

Accommodations: The Office of Disability Resources offers accommodations to students who face physical and/or mental challenges. If you have an accommodation, please tell me at the START of the semester, so we can work out an appropriate and mutually-agreed upon plan. (Please let me know of the accommodation even if you do not plan to use it.) Accommodations are not retroactive—meaning that I will not accept accommodations for work that was due prior to you providing me with the accommodation. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Plagiarism: I expect your work to be your own. Please see the Student Handbook for University definitions and policies regarding cheating and plagiarism. Please note that there are no assignments in this course for which quotes are needed or acceptable. Use your own words.

Recording: You should not record any classroom activity without written consent from me. If you are facing an issue that would greatly benefit from a recording, please contact the Office of Disability Services to request this accommodation.

Late Papers/Exams: You will be docked 10% of the points for each 24-hour period a paper or exam is turned in late. If there are extenuating circumstances (e.g., illness or death in family), you must contact me **before** the assignment is due to discuss an alternative deadline.

**COURSE OUTLINE**

***Chapter and article readings should be done prior to that day’s class.***

**DATE READING ASSIGNMENT DUE**

|  |  |  |
| --- | --- | --- |
| W 1/18 | Ch 1: Introduction |  |
| M 1/23 | Ch. 2: Methods and History of Gender Research |  |
| W 1/25 | Ch 2 article discussion*Ching (2022)* | Comment paper **Tues 1/24 noon** |
| M 1/30 | Chapter 3: Gender-Role Attitudes  |  |
| W 2/1  | Ch 3 article discussion*Schug et al. (2015) “Gendered Race Prototypes”* | Comment paper **Tues 1/31 noon** |
| M 2/6V | Chapter 4: Sex Related Comparisons: Data | Journal Entry #1 Due class start |
| W 2/8V | Ch 4 article discussion *Jaxon et al. (2019) “The acquisition of gender stereo”* | Discussion due **Tues 2/7 noon** |
| M 2/13 | Chapter 5: Sex Related Comparisons: Theory | **Lit review topic due** |
| W 2/15 | Ch 5 article discussion*Golden & Jacoby (2018) “Playing Princess”* | Comment paper **Tues 2/14 noon*****Exam 1 distributed (ch 1-5)*** |
| F 2/17 |  | **EXAM 1 DUE AT NOON** |
| M 2/20 | Chapter 6: Achievement |  |
| W 2/22 | Ch 6 article discussion*Jampol & Zayas (2021) “Gendered white lies”* | Comment paper **Tues 2/21 noon**Journal Entry #2 Due class start |
| M 2/27 | Chapter 7: Communication  |  |
| W 3/1 | Ch 7 article discussion*Frasca et al. (2022)* | Comment paper **Tues 2/28 noon****LIT REVIEW 5 REFS DUE** |
|  | SPRING BREAK  |  |
| M 3/13 | Chapter 8: Friendship |  |
| W 3/15 | Ch8 article discussion*Rudolph & Dodson (2022) “Gender differences in*  | Comment paper **Tues 3/14 noon**  |
| M 3/20 | Chapter 9: Romantic Relationships | Journal Entry #3 Due class start |
| W 3/22 | Ch 9 article discussion*Totenhagen et al. (2018) “Stress and relationship”*  | Comment paper **Tues 3/21 noon*****Exam 2 Distributed (ch 6-9)*** |
| F 3/24 |  | **EXAM 2 DUE NOON** |
| M 3/27 | Ch 10: Introduction to Gender and Health |  |
| W 3/29 | Ch 10 article discussion*Pirtle & Wright (2021); Hearne (2022)* | Comment paper **Tues 3/28 noon** |
| M 4/3 | Chapter 11: Relationships and Health  | Journal Entry #4 Due class start |
| W 4/5 | Ch 11 article discussion*Jones et al. (2022)* | Comment paper **Tues 4/4 noon** |
| M 4/10 | Chapter 12: Work Roles and Health |  |
| W 4/12 | Ch 12 article discussion*Napier et al. (2020); Harnois & Bastos (2018)* | Comment paper **Tues 4/11 noon** |
|  | CARNIVAL 4/13-4/16 |  |
| M 4/17 | Chapter 13: Mental Health | Journal Entry #5 Due class start |
| W 4/19 | Ch 13 article discussion*Ramirez & Galupo “Multiple minority stress”* | Comment paper **Tues 4/18 noon*****Exam 3 Distributed (ch 10-13)*** |
| M 4/24 | CULTURE PPT PRESENTATIONS |  |
| W 4/26 | CULTURE PPT PRESENTATIONS |  |
| F 4/28 |  | Paper due NOON |
| M 5/1 |  | **EXAM 3 DUE NOON** |