Course Description:

This course is devoted to the investigation of psychological gender rather than biological sex. That is, sex differences will be explored from a social psychological (e.g., socialization) perspective. Implications of both the male gender role and the female gender role in the areas of relationships and health will be the course focus. The reading will be from a textbook that the instructor has written and several empirical articles.

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 scientific revolutions and 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 (PsychLit)
- Acquire/enhance skills in oral presentation.
- Acquire/enhance skills in written presentation, including familiarity with the format suggested by the American Psychological Association.
- Acquire/enhance ability to design psychological studies to address research questions in the psychology of gender.
- Instill a sense of curiosity, critical thinking, and enthusiasm for the field.

Recommended Text:


Class website: http://www.cmu.edu/blackboard/
Course Requirements and Assessment Methods:

1. **Class Participation** about **50 pts**

   Class participation is based on attendance (1 pt) and contribution to class discussion (1 pt).

2. **Comment Papers** (8 comment papers + 2 debates) **50 pts**

   Comment papers and debate points must be posted by 12:00 noon on Tuesday for Wednesday class discussions and 12:00 noon on Sunday for Monday class discussions. **Late comment papers and debate points will not be accepted for any reason as their purpose is to facilitate class discussion.**

   Comment papers should consist of a comment that you would like to make about the readings. The comment can be a question posed, an idea for a research project, a conflict with or integration of the reading with the corresponding book chapter. Comment papers are used to facilitate class discussion. They should NOT be a simple summary of the article or the book chapter. 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 and the book chapter. Also, be sure to underline the main idea of your comment paper. (Hopefully, this will be the first sentence or near the top! Start with the most important points. Do NOT write the comment paper like a mystery novel).

   Comment papers should be no longer than **200 words**. They should be posted with your name attached and entered directly into the discussion board forum -- **no attachments**!

   Comment papers will be graded on a 5-pt scale: 5 pts (exceptional, insightful, outstanding), 3 pts (met above-mentioned requirements), 1 pt (little evidence that you read the material/little evidence that you thought about the material), 0 pts (did not submit a comment paper on time).

   Prior to each debate, you will be assigned a position -- pro or con. You do not get to choose the position. Then, you need to identify two arguments on your own and post them for the class to review. You need to locate these arguments from the literature, not the text. You must have references for your two arguments. **More information will be provided prior to the debate.**

3. **Oral Presentations** **40 pts**

   (a) Meta-Analysis (20 pts [10 pts for oral presentation; 10 pts for write-up])

   Pairs of students will present a meta-analytic review of the literature on a specific sex comparison. The pair should provide a one-page (back and front is okay) outline of the article to share with the class. Each person turns in his or her own **2-page summary (double-spaced, 1 inch margins, 12 pt font)** of the review article.

   (b) Discussion Leader (20 pts)

   Pairs of students will be responsible for reviewing the comment papers or debate arguments and conducting one class discussion. You should email your joint discussion outline to me by 6 a.m. on the day of the discussion.

4. **“Gender in Daily Life” Journal Entries (5)** **50 pts**

   Over the course of the semester, you will complete 5 “Gender in Daily Life” journal entries. One journal entry will be due roughly every 2-3 weeks. A journal entry should consist of a 250-500 word essay that describes something you have encountered in your daily life (personal
experience, reading an article, watching a movie) that you can relate to something you have
learned in class. Be sure to explain the experience clearly and how it relates to class. Again,
copy and paste – no attachments. DO NOT EXCEED 500 WORDS.

You will submit these through the journal entry feature of blackboard. They are due by 1:30 on
the day of class.

5. 3-4 Person Group Project

You will complete one project chosen from the “Do Gender” exercises in the book. The project
that you select must involve data collection. The project also must be approved by me before
you begin. I am open to variations on any of the exercises. Projects will consist of 10 minute
presentations during class as well as a written submission two days later. Group members should
share the presentation. The written summary should be turned in individually and should consist
of the following four sections (with the headings appropriately labeled):

• introduction (1 page)
  o goal of the paper
  o specific hypothesis
• method (as long as necessary)
• results (as long as necessary)
  o summary of data [averages, percents]
  o tables may be included but should not replace a written description of the results
• discussion/data interpretation (1 page)
  o what does this all mean?
  o in general, were your hypotheses supported – why or why not?

6. 3 exams (50 pts each) 150 pts

Each exam will cover 4 or 5 chapters and consist of 4-5 essay questions, each of
which requires a ½ to 1 ½ page response.

Exam 1 Distributed Wed 9/26 DUE Mon 10/1 1:30 START OF CLASS
Exam 2 Distributed Wed 10/24 DUE Mon 10/29 1:30 START OF CLASS
Exam 3 Distributed Wed 12/5 DUE Mon 12/10 12:00 NOON

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. The focus of the course is 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.

To read the assigned chapter and/or articles before class. You will not be able to discuss material that
you have not read.

To NOT use a laptop, cell phone, or other electronic device during class. Please turn phones off and
put them away before class. Use of cell phones or other electronic devices (including texting) will
result in a loss of the discussion and attendance points for that class.

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.

Note on Recording: No student may record or tape any classroom activity without the express written consent of the instructor. If a student believes that he or she is disabled and needs to record or tape classroom activities, he or she should contact the Office of Disability Resources to request an appropriate accommodation.

Note on Plagiarism: I expect your work to be your own. Please see the Student Handbook for University definitions and policies regarding cheating and plagiarism.

Note on 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 grading: 90% and up = A; 80-89% = B; 70-79% = C, 60-69% = D, below 60% = R

COURSE OUTLINE

PART 1: SOCIALIZATION

M 8/27 Chapter 1: Introduction
W 8/29 Chapter 2: Methods and History of Gender Research
M 9/3 NO CLASS (Labor Day)
M 9/10 Chapter 3: Gender-Role Attitudes
W 9/12 Chapter 3 + article discussion (submit comment paper Tues 9/11 noon)

READ: “It’s for Your Own Good: Benevolent Sexism and Women’s Reactions to Protectively Justified Restrictions” (Moya et al., 2007)

JOURNAL ENTRY #1 DUE

M 9/17 Chapter 4: META-ANALYSIS PRESENTATIONS PART I
Writeup due 9/19 1:30 start of class

W 9/19 Chapter 4: META-ANALYSIS PRESENTATIONS PART II
Writeup due 9/21 12:00
Chapter 5: Sex-Related Comparisons: Theory

Chapter 5 + article discussion (submit comment paper Tues 9/25 noon)

READ: “Gender Similarities and Differences in Children’s Social Behavior: Finding Personality in Contextualized Patterns of Adaptation” (Zakriski et al., 2005)

JOURNAL ENTRY #2 DUE
Distribute Take Home Exam I (chapters 1-5)

PART II: RELATIONSHIPS

Chapter 6: Achievement

EXAM I DUE by 1:30 (START OF CLASS)

Chapter 6 + article discussion (submit comment paper Tues 10/2 noon)

READ: “Variations of Gender-math Stereotype Content Affect Women’s Vulnerability to Stereotype Threat” (Thoman et al., 2008)

Submit debate arguments by 12:00 noon

"SINGLE-SEX CLASSROOM" DEBATE

Chapter 7: Communication

Chapter 7 + article discussion (submit comment paper Sun 10/14 noon)

READ: “Differing Levels of Gender Salience in Preschool Classrooms: Effects on Children’s Gender Attitudes and Intergroup Bias” (Hilliard & Liben, 2010)

JOURNAL ENTRY #3 DUE

Chapter 8: Friendship

Chapter 9: Romantic Relationships

Chapter 9 + article discussion (submit comment paper Tues 10/23 noon)

READ: “The Effects of Control of Resources on Magnitudes of Sex Differences in Human Mate Preferences” (Moore et al., 2010)

JOURNAL ENTRY #4 DUE
Distribute Take Home Exam II (chapters 6-9)

PART III: GENDER AND HEALTH
<table>
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<th>Date</th>
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| 10/29 | Chapter 10: *Introduction to Gender and Health*  
EXAM II DUE BY 1:30 (START OF CLASS) |
| 10/31 | Chapter 11: *Relationships and Health* |
| 11/5  | Chapter 11 + article discussion *(submit comment paper Sun 11/4 noon)*  
**READ:** “*Marriage Protects Men from Clinically Meaningful . . “* (Sbarra, 2009)  
**READ:** “*Divorce and Death: Forty Years . . “* (Sbarra & Nietert, 2009)  
**GROUP PROJECT TOPIC DUE** |
| 11/6  | submit debate arguments by 12:00 noon |
| 11/7  | "TO COHAB OR NOT" DEBATE |
| 11/12 | Chapter 12: *Work Roles and Health* |
| 11/14 | Chapter 12 + article discussion *(submit comment paper Tues 11/13 noon)*  
**READ:** “*Social Incentives for Gender Differences in the Propensity to Initiate Negotiations: Sometimes it Does Hurt to Ask*” (Bowles et al., 2006) |
| 11/19 | Chapter 13: *Mental Health: Depression*  
JOURNAL ENTRY #5 DUE |
| 11/26 | **FILM:** “*ROSIE THE RIVETER*” |
| 11/28 | Chapter 13 + article discussion *(submit comment paper Tues 11/27 noon)*  
**READ:** “*Agentic and Communal Traits & Health*” (Helgeson & Palladino, in press) |
| 12/3  | GROUP PROJECT PRESENTATIONS |
| 12/5  | CLASS DISCUSSION AND WRAP UP  
**DISTRIBUTE TAKE HOME EXAM III (chapters 10-13)** |
| 12/7  | PRESENTATION WRITEUP DUE 12:00 NOON |
| 12/10 | EXAM III DUE 12:00 NOON |